

	LEARNING SKILLS, BEHAVIOURS and ATTITUDES			
	By the end of Reception	By the end of Year 2	By the end of Year 4	By the end of Year 6
Critical and creative thinking	Children can: <ul style="list-style-type: none"> ask questions suggest a way to solve a problem wonder about ideas 	Children can: <ul style="list-style-type: none"> ask relevant questions consider merits of different viewpoints use different approaches to solve problems 	Children can: <ul style="list-style-type: none"> begin to identify bias and opinion give evidence for an argument, assess different viewpoints and present counter-arguments imagine alternative possibilities and suggest new ideas to solve problems 	Children can: <ul style="list-style-type: none"> evaluate media and other sources for bias, stereotypes and range of voices and perspectives analyse own and others' assumptions about people and issues keep mind open to new ideas
Empathy	Children can: <ul style="list-style-type: none"> show sensitivity to people's feelings and needs 	Children can: <ul style="list-style-type: none"> show awareness of, and concern for people's feelings show interest in, and concern for others outside immediate circle and in contexts different to own 	Children can: <ul style="list-style-type: none"> adapt behaviour to take into account feelings of others empathise with people in local and more distant contexts understand impacts of prejudice and discrimination 	Children can: <ul style="list-style-type: none"> discern how people are feeling through their words, body language, gestures and tone recognise how different backgrounds, beliefs and personalities affect behaviour and world views
Self-awareness and reflection	Children can: <ul style="list-style-type: none"> recognise, name and deal with feelings in a positive way notice some effects of own actions on others identify how people are feeling (e.g. happy, sad, worried) 	Children can: <ul style="list-style-type: none"> recognise effects of own behaviour on others and use this to help make choices identify matters that are important to self and others learn from mistakes and use feedback 	Children can: <ul style="list-style-type: none"> identify connections between personal decisions and issues affecting people locally and globally explore reasons for negative feelings towards others and in new or difficult situations 	Children can: <ul style="list-style-type: none"> recognise personal strengths and weaknesses evaluate ways in which own emotions, words and behaviour can affect people both locally and globally
Communication	Children can: <ul style="list-style-type: none"> listen to others take turns to express a view 	Children can: <ul style="list-style-type: none"> participate in discussions about issues that affect self, others and the wider world state opinions and start to give reasons for these listen carefully to others 	Children can: <ul style="list-style-type: none"> listen attentively, question and respond to others express own views and ideas on issues clearly, using a range of appropriate methods give reasons, evidence and examples in support of an opinion 	Children can: <ul style="list-style-type: none"> communicate effectively through a range of media about issues to suit subject, audience and purpose use active listening skills adapt behaviour to new cultural environments
Co-operation and conflict resolution	Children can: <ul style="list-style-type: none"> participate in group activities take turns and share manage disputes peacefully 	Children can: <ul style="list-style-type: none"> play and work cooperatively help to ensure that everyone in own group is included begin to show tact and diplomacy 	Children can: <ul style="list-style-type: none"> work cooperatively to solve problems or achieve goals use strategies to manage anger, frustration and aggressive feelings use knowledge of others' viewpoints to resolve problems and compromise 	Children can: <ul style="list-style-type: none"> take on different roles in group work employ effective strategies for repairing damaged relationships
Ability to manage complexity and uncertainty	Children can: <ul style="list-style-type: none"> ask for help if unsure what to do 	Children can: <ul style="list-style-type: none"> describe feelings about changes in own life and locality 	Children can: <ul style="list-style-type: none"> describe feelings about changes and events in own setting and the wider world use strategies to cope with challenging times recognise when there may be no single right or wrong answer 	Children can: <ul style="list-style-type: none"> adapt to new situations and explore new ways of seeing local and global issues explore multiple perspectives and alternative visions of the future
Informed and reflective action	Children can: <ul style="list-style-type: none"> support others in group or class 	Children can: <ul style="list-style-type: none"> contribute actively and constructively to the life of own class and school take action when something is unfair 	Children can: <ul style="list-style-type: none"> participate in decision making in school contribute to the well-being of the wider community share opinions and evidence on issues with others including decision makers and elected representatives 	Children can: <ul style="list-style-type: none"> identify and plan appropriate action(s) and opportunities to make own voice heard challenge viewpoints which perpetuate inequality and injustice reflect on learning from taking action

Sense of identity and self-esteem	Children show: <ul style="list-style-type: none"> • awareness of self and own uniqueness • a sense of self-worth and worth of others 	Children show: <ul style="list-style-type: none"> • sense of belonging and valuing of relationships with others • awareness of, and pride in, own individuality 	Children show: <ul style="list-style-type: none"> • positivity about the ways in which one is both similar to others and uniquely different • value of what contributes to own identity 	Children show: <ul style="list-style-type: none"> • value of own and others' individuality • openness to new ideas and perspectives which challenge own
Commitment to social justice and equity	Children show: <ul style="list-style-type: none"> • sense of fair play • willingness to take turns and share 	Children show: <ul style="list-style-type: none"> • willingness to stand up and speak up for others • fairness in dealings with others 	Children show: <ul style="list-style-type: none"> • offence at unfair treatment of others locally and globally • sense of justice growing interest in world events and global issues 	Children show: <ul style="list-style-type: none"> • active concern at injustice, exploitation and denial of human rights • willingness to take action against injustice and inequity
Respect for people and human rights	Children show: <ul style="list-style-type: none"> • growing thought for others 	Children show: <ul style="list-style-type: none"> • respect for other people's feelings and ideas • respect for the rights of others • belief that everyone has equal rights 	Children show: <ul style="list-style-type: none"> • readiness to think through consequences of words, actions and choices on others • belief that it is everyone's responsibility to challenge prejudice and discrimination 	Children show: <ul style="list-style-type: none"> • sense of solidarity with those suffering human rights violations, injustice and discrimination • commitment to hold duty-bearers to account for upholding equal rights for all
Value diversity	Children show: <ul style="list-style-type: none"> • positive attitude towards difference and diversity • willingness to listen to the ideas of others 	Children show: <ul style="list-style-type: none"> • valuing others as equal and different • willingness to listen respectfully to the ideas and views of others even when one disagrees • willingness to learn from the experiences of others 	Children show: <ul style="list-style-type: none"> • valuing difference • recognising the benefits of listening to a range of different perspectives and viewpoints 	Children show: <ul style="list-style-type: none"> • respect for the rights of all to have a point of view • willingness to challenge prejudiced and discriminatory views • recognition of diverse perspectives on any issue, and that the majority view is not always right
Concern for the environment and commitment to sustainable development	Children show: <ul style="list-style-type: none"> • appreciation of, and care for, living things and own environment • sense of wonder and curiosity about the world • growing value of resources 	Children show: <ul style="list-style-type: none"> • concern about the local environment and willingness to care for it • need to take care of resources and not waste them 	Children show: <ul style="list-style-type: none"> • sense of responsibility for the environment and the use of resources • commitment to taking action to protect and improve the environment and quality of life for people locally and globally 	Children show: <ul style="list-style-type: none"> • appreciation of interdependence between people and planet • concern about the effects of lifestyles and consumer choices on people and the planet
Commitment to participation and inclusion	Children show: <ul style="list-style-type: none"> • willingness to play fairly and inclusively with others 	Children show: <ul style="list-style-type: none"> • willingness to participate in activities both inside and outside of the classroom • belief that that everyone should be included and able to participate 	Children show: <ul style="list-style-type: none"> • active participation in school-based decision making • proactive inclusion of other people, especially those who may face barriers to participating fully 	Children show: <ul style="list-style-type: none"> • support and encouragement of others to participate • willingness to reach agreement through compromise
Belief that people can bring around change	Children show: <ul style="list-style-type: none"> • belief that everyone can do things to improve surroundings and support others 	Children show: <ul style="list-style-type: none"> • belief that people can make a difference, both on their own and when they work together 	Children show: <ul style="list-style-type: none"> • belief that individuals and groups can improve situations • willingness to cooperate with others to change things for the better 	Children show: <ul style="list-style-type: none"> • willingness to take an informed stand on global issues • belief that people can often make a greater difference when they take action collectively