



Social and Emotional Learning Competency	Competency Components
<p>Self-Awareness</p> 	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Identify and recognise their own emotions and feelings • Recognise emotional triggers • Self-reflect and accurately assess their sense of self-identity • Recognise their own strengths and limitations • Value themselves for who they are • Express their own views and opinions
<p>Self-Management</p> 	<ul style="list-style-type: none"> • Monitor and regulate thoughts, emotions and feelings • Manage thoughts, emotions, feelings and behaviour in a range of situations • Review and identify ways to improve learning • Set personal goals and targets, and monitor and review them • Organise and plan how to go about a task • Focus, sustain attention and persist to achieve success in an activity or task • Seek support and advice when necessary • Respond to feedback constructively • Exhibit motivation, hope and optimism • Use coping strategies to deal with and overcome challenging situations



Social and Emotional Learning Competency	Competency Components
<p>Social Awareness</p> 	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Identify and recognise others' emotions and feelings • Recognise and value cultural diversity • Respect the views and opinions of others and different perspectives • Understand and show empathy and compassion for others • Understand how their behaviour can affect others • Adapt behaviour and language to suit different people and situations • Recognise the value of belonging, for example to a group, family, school or community
<p>Relationship Skills</p> 	<ul style="list-style-type: none"> • Recognise the qualities of healthy, respectful relationships • Make friends, and build and maintain relationships with others • Play an active and meaningful part in the life of the school and community • Provide advice and support to others • Take personal responsibility for work with others • Manage and resolve conflict • Manage and express emotions in relationships • Listen actively and respond appropriately to others • Identify and manage peer pressure that may put them at risk
<p>Responsible Decision-Making</p> 	<ul style="list-style-type: none"> • Identify problems • Generate possible solutions and evaluate options to resolve their problems • Try out alternative approaches to solving problems and evaluate outcomes • Assess the risks associated with making decisions • Make and justify ethical decisions • Demonstrate awareness of how their current decisions and choices may impact on their future.



Self-Awareness	Key Stage 3	Key Stage 4
	Pupils should be able to:	Pupils should be able to:
Identify and recognise their own emotions and feelings	<ul style="list-style-type: none"> • Self-reflect on their emotions and feelings • Use appropriate vocabulary to express their emotions and feelings • Identify the intensity of their emotions and feelings 	<ul style="list-style-type: none"> • Regularly use a range of self-reflection techniques to develop greater awareness of their emotions and feelings • Share their emotions and feelings • Understand that emotions and feelings can be complex and that they may experience different emotions and feelings simultaneously, for example fear and excitement
Recognise emotional triggers	<ul style="list-style-type: none"> • Demonstrate awareness of some emotional responses that emotional triggers stimulate • Predict their possible emotional responses to some experiences or in some situations • Demonstrate awareness of how their emotions and feelings may affect their ability to make reasoned decisions 	<ul style="list-style-type: none"> • Understand emotional triggers and the ways they influence physiology, thoughts and behaviour • Predict their possible emotional responses to a range of experiences or in a range of different scenarios • Understand how their emotions and feelings may impact on their ability to make reasoned decisions
Self-reflect and accurately assess their sense of self-identity	<ul style="list-style-type: none"> • Describe their main interests and preferences • Describe their personality • Identify their values • Identify key influences on their self-identity • Recognise that their sense of self-identity can change over time 	<ul style="list-style-type: none"> • Assess their interests and preferences • Accurately assess their personality and identify key character traits • Understand how their values influence their thinking and behaviour • Explore the influences on their self-identity • Explore how their self-identity might change over time



Self-Awareness (cont.)	Key Stage 3	Key Stage 4
	Pupils should be able to:	Pupils should be able to:
Recognise their own strengths and limitations	<ul style="list-style-type: none"> Identify strengths, areas for development and limitations Develop a growth mindset 	<ul style="list-style-type: none"> Demonstrate knowledge of their strengths and limitations Demonstrate a growth mindset Evaluate their ability and performance in activities or tasks
Value themselves for who they are	<ul style="list-style-type: none"> Value their uniqueness Express confidence in their capabilities and potential to succeed Affirm belief in themselves Recognise that their views are important 	<ul style="list-style-type: none"> Understand the significance of being unique Demonstrate confidence in their capabilities and potential to succeed Demonstrate belief in themselves Understand that their views can influence change
Express their own views and opinions	<ul style="list-style-type: none"> Demonstrate awareness of audience and context Confidently and clearly express their views and opinions in familiar and unfamiliar circumstances Use appropriate language and tone when expressing their views and opinions Use pauses and allow silence when expressing their views and opinions Display confidence through their body language, for example facial expressions, good posture, making eye contact and not fidgeting. 	<ul style="list-style-type: none"> Gauge the audience's reaction to expressed views and opinions Effectively communicate in a way that engages the audience Effectively use language and tone when expressing their views and opinions Use pace for effect and allow silence when expressing their views and opinions Demonstrate authenticity and confidence through planned and controlled use of body language.



Self-Management	Key Stage 3	Key Stage 4
	Pupils should be able to:	Pupils should be able to:
Monitor and regulate thoughts, emotions and feelings	<ul style="list-style-type: none"> Recognise their thoughts, emotions and feelings Use some strategies to regulate their thoughts, emotions and feelings 	<ul style="list-style-type: none"> Regularly monitor their thoughts, emotions and feelings Use appropriate strategies to regulate their thoughts, emotions and feelings
Manage thoughts, emotions, feelings and behaviour in a range of situations	<ul style="list-style-type: none"> Recognise that their thoughts, emotions and feelings can change, depending on the situation Demonstrate awareness that behaviour can change as a response to these thoughts, emotions and feelings Use strategies to help display appropriate behaviour 	<ul style="list-style-type: none"> Understand why their thoughts, emotions and feelings can change, depending on the situation Understand the connection between thoughts, emotions, feelings and behaviour Select and use strategies to help display appropriate behaviour
Review and identify ways to improve learning	<ul style="list-style-type: none"> Discuss and review their learning, and identify areas for improvement Consider different options that they might use to improve aspects of their learning Identify a few actions they will take to improve their learning 	<ul style="list-style-type: none"> Evaluate their learning in a range of subjects, and identify and prioritise areas for improvement Assess options to improve their learning Use strategies to improve their learning
Set personal goals and targets, and monitor and review them	<ul style="list-style-type: none"> Set some appropriate personal goals and targets Regularly monitor their progress Regularly review their progress 	<ul style="list-style-type: none"> Create a process for setting, monitoring, reviewing and recording progress against personal goals and targets Take responsibility for setting goals and SMART targets Routinely monitor and record their progress Routinely assess their progress



Self-Management (cont.)	Key Stage 3	Key Stage 4
	Pupils should be able to:	Pupils should be able to:
Organise and plan how to go about a task	<ul style="list-style-type: none"> • Break down tasks into component parts • Recognise the sequential processes involved in completing a task • Identify the resources and estimate the time required to complete a task • Produce a plan to complete a simple task 	<ul style="list-style-type: none"> • Identify and prioritise the sequential processes involved in completing a complex task • Identify the most efficient and practical way to complete a complex task • Produce a plan to complete a complex task
Focus, sustain attention and persist to achieve success in an activity or task	<ul style="list-style-type: none"> • Maintain focused attention when completing activities or tasks • Demonstrate persistence by completing activities or tasks 	<ul style="list-style-type: none"> • Sustain focused concentration when completing activities or tasks, even in the presence of distractions • Demonstrate persistence by completing activities or tasks, even those that are challenging or may not interest them
Seek support and advice when necessary	<ul style="list-style-type: none"> • Recognise when they need help • Demonstrate awareness of sources of support and advice • Ask for support and advice 	<ul style="list-style-type: none"> • Recognise the benefits of asking for timely advice • Ask for support or advice from the person best placed to provide it
Respond to feedback constructively	<ul style="list-style-type: none"> • Respond positively to feedback • Ask questions about the feedback 	<ul style="list-style-type: none"> • Respond positively to feedback and constructive criticism • Seek clarification on how to act on feedback
Exhibit motivation, hope and optimism	<ul style="list-style-type: none"> • Exhibit motivation to take positive actions to improve two aspects of their emotional health and wellbeing • Demonstrate an optimistic and hopeful outlook in their daily lives 	<ul style="list-style-type: none"> • Exhibit motivation to take positive actions to improve several aspects of their emotional health and wellbeing • Use strategies to help them develop an optimistic and hopeful outlook in their daily lives



Self-Management (cont.)	Key Stage 3	Key Stage 4
<p>Use coping strategies to deal with and overcome challenging situations</p>	<p>Pupils should be able to:</p>	<p>Pupils should be able to:</p>
	<ul style="list-style-type: none"> • Recognise challenging situations • Use at least two coping strategies to deal with and overcome challenges • Demonstrate persistence to overcome challenges. 	<ul style="list-style-type: none"> • Assess what makes a situation challenging • Use a range of appropriate coping strategies to deal with and overcome challenges • Demonstrate self-belief in their capacity to overcome challenges.



Social Awareness	Key Stage 3	Key Stage 4
	Pupils should be able to:	Pupils should be able to:
Identify and recognise others' emotions and feelings	<ul style="list-style-type: none"> • Demonstrate awareness of how others express their emotions and feelings through facial expressions, body language, non-verbal cues and verbal communication • Identify and recognise others' emotions and feelings, for example happy, sad, worried or angry • Recognise when others may be not showing their real emotions and feelings • Demonstrate awareness of why others might not display their real emotions and feelings • Acknowledge how others' emotions and feelings may differ from their own 	<ul style="list-style-type: none"> • Discuss the different ways others might express their emotions and feelings • Accurately gauge how others may be feeling • Sense when others are not expressing their real emotions and feelings • Understand why others may not express their real emotions and feelings • Compare and contrast their emotions and feelings to those of others in response to experiences or situations
Recognise and value cultural diversity	<ul style="list-style-type: none"> • Identify the benefits of living in a culturally diverse community and society • Encourage inclusiveness when participating in groups, for example in school or sports • Participate in celebrations of cultural diversity 	<ul style="list-style-type: none"> • Assess the benefits of living in a culturally diverse community and society • Actively promote inclusiveness when participating in groups, for example in school or sports • Contribute to and participate in celebrations of cultural diversity
Respect the views and opinions of others and different perspectives	<ul style="list-style-type: none"> • Demonstrate awareness of their own bias and how this might influence their perception of others • Actively listen to others' views and opinions • Ask questions to develop their understanding 	<ul style="list-style-type: none"> • Assess personal bias and understand how this might influence their views about others • Respond appropriately to others' views and opinions • Engage in conversations to better understand others



Social Awareness (cont.)	Key Stage 3	Key Stage 4
	Pupils should be able to:	Pupils should be able to:
<p>Understand and show empathy and compassion for others</p>	<ul style="list-style-type: none"> • Actively listen to and encourage others to share their thoughts, emotions and feelings • Share personal experiences with others • Empathise with others by placing themselves in their position • Show empathy by acknowledging others' concerns • Demonstrate compassion for others 	<ul style="list-style-type: none"> • Actively listen to and show concern for others who share their thoughts, emotions and feelings • Share personal experiences, when appropriate, with others • Empathise with others who are experiencing challenges in their lives by placing themselves in their position • Show empathy by responding appropriately to others' concerns • Demonstrate compassion for others who are experiencing challenges in their lives
<p>Understand how their behaviour can affect others</p>	<ul style="list-style-type: none"> • Take personal responsibility for their behaviour • Demonstrate awareness of how their behaviour can impact on others 	<ul style="list-style-type: none"> • Demonstrate personal responsibility for their behaviour • Assess how their behaviour can affect others
<p>Adapt behaviour and language to suit different people and situations</p>	<ul style="list-style-type: none"> • Behave appropriately in a range of situations in the company of different people 	<ul style="list-style-type: none"> • Adapt their behaviour to suit a range of situations in the company of different people
<p>Recognise the value of belonging, for example to a group, family, school or community</p>	<ul style="list-style-type: none"> • Identify the benefits of being part of a group • Show awareness of belonging, for example to a group, family, school or community • Demonstrate awareness of how a sense of belonging makes them feel. 	<ul style="list-style-type: none"> • Assess the benefits of being part of a group • Demonstrate understanding of the importance of feeling a sense of belonging, for example to a group, family, school or community • Recognise the positive feelings associated with a sense of belonging.



Relationship Skills	Key Stage 3	Key Stage 4
Recognise the qualities of healthy, respectful relationships	Pupils should be able to: <ul style="list-style-type: none"> Recognise the qualities of healthy, respectful relationships, for example parents/carers, family, friends or sexual relationships Recognise the importance of having healthy, respectful relationships 	Pupils should be able to: <ul style="list-style-type: none"> Assess the qualities of healthy and respectful relationships in families, friendships, peer groups and sexual relationships Discuss the value of being in healthy, respectful relationships
Make friends, and build and maintain relationships with others	<ul style="list-style-type: none"> Initiate contact with others and build friendships Demonstrate their capacity to maintain relationships with others 	<ul style="list-style-type: none"> Actively seek to make new and inclusive friendships Demonstrate their capacity to maintain relationships and overcome challenges to their relationships
Play an active and meaningful part in the life of the school and community	<ul style="list-style-type: none"> Actively engage in school life, for example join clubs or societies, or support others Actively support the local community, for example join youth or community groups or non-governmental organisations, or volunteer Seek opportunities to have their voice heard, for example participate in the school's pupil council 	<ul style="list-style-type: none"> Demonstrate commitment to active participation in school life Demonstrate commitment to supporting the local community Seek ways to have their voice heard in the school and community, and influence decisions that may affect young people
Provide advice and support to others	<ul style="list-style-type: none"> Recognise when others may need advice or support Willingly advise and support others, for example by actively listening to their concerns, being empathetic and offering practical advice and support 	<ul style="list-style-type: none"> Demonstrate awareness of others' needs Actively seek to advise and support others Use a range of strategies to advise and support others



Relationship Skills (cont.)	Key Stage 3	Key Stage 4
	Pupils should be able to:	Pupils should be able to:
Take personal responsibility for work with others	<ul style="list-style-type: none"> • Follow through on their commitments to the group • Acknowledge and learn from their mistakes • Take on different roles to meet group needs • Lead on aspects of group work • Evaluate their contribution to the group 	<ul style="list-style-type: none"> • Demonstrate commitment to achieve group goals or targets • Demonstrate a willingness to admit mistakes, change their mind and try different approaches • Take on different roles or work to meet group needs • Demonstrate leadership, for example provide direction or engage and inspire others • Regularly evaluate their performance in group work
Manage and resolve conflict	<ul style="list-style-type: none"> • Identify the causes of conflict in their relationships and social situations • Identify positive and negative outcomes of conflict • Reach agreement using persuasion, negotiation and compromise 	<ul style="list-style-type: none"> • Take time and assess the possible causes of conflict in their relationships and social situations • Generate and evaluate potential responses to and consequences of conflict • Use strategies including persuasion, negotiation and compromise to effectively manage and resolve conflict
Manage and express emotions in relationships	<ul style="list-style-type: none"> • Demonstrate awareness of how their emotions and feelings may be different, depending on the relationship • Express their emotions and feelings appropriately in a range of relationships 	<ul style="list-style-type: none"> • Accurately gauge how their emotions and feelings change in different relationships • Effectively manage their emotions and feelings in a range of relationships, showing sensitivity for others



Relationship Skills (cont.)	Key Stage 3	Key Stage 4
	Pupils should be able to:	Pupils should be able to:
Listen actively and respond appropriately to others	<ul style="list-style-type: none"> • Listen actively and demonstrate interest in others' views and opinions • Respond appropriately to others' views and opinions 	<ul style="list-style-type: none"> • Demonstrate curiosity and open-mindedness when listening to others • Give considered responses to others' views and opinions
Identify and manage peer pressure that may put them at risk	<ul style="list-style-type: none"> • Identify situations where they feel peer pressure to behave in certain ways • Recognise the methods their peers are using to influence them • Recognise the risks associated with conforming to peer pressure • Use some strategies to manage peer pressure • Seek advice and support from others on ways to manage peer pressure. 	<ul style="list-style-type: none"> • Assess situations where they feel peer pressure to behave in certain ways • Anticipate and evaluate the methods their peers are using to influence them • Consider the risks associated with conforming to peer pressure • Use strategies to effectively manage peer pressure • Access appropriate sources of advice and support on ways to manage peer pressure.



Responsible Decision-Making	Key Stage 3	Key Stage 4
	Pupils should be able to:	Pupils should be able to:
Identify problems	<ul style="list-style-type: none"> Identify some problems they face in their lives, for example schoolwork and learning, relationships, lack of confidence or bullying 	<ul style="list-style-type: none"> Identify and prioritise the problems they face in their lives, for example schoolwork and learning, exam stress or relationships
Generate possible solutions and evaluate options to resolve their problems	<ul style="list-style-type: none"> Generate possible solutions to some problems Evaluate possible options to resolve their problems 	<ul style="list-style-type: none"> Generate realistic solutions to the problems that concern them the most Evaluate appropriate options to resolve their problems
Try out alternative approaches to solving problems and evaluate outcomes	<ul style="list-style-type: none"> Use different approaches to solve problems Evaluate the outcomes of their approaches to problem-solving 	<ul style="list-style-type: none"> Trial alternative problem-solving strategies Evaluate which strategies were successful in terms of outcomes
Assess the risks associated with making decisions	<ul style="list-style-type: none"> Assess the risks associated with making some decisions, for example to their personal safety, physical health or emotional health and wellbeing Assess the associated risks to others through making some decisions, for example to their personal safety, physical health or emotional health and wellbeing 	<ul style="list-style-type: none"> Assess the risks associated with making a range of decisions in different scenarios, for example to their personal safety, physical health or emotional health and wellbeing Assess the associated risks to others through making a range of decisions, for example to their personal safety, physical health or emotional health and wellbeing
Make and justify ethical decisions	<ul style="list-style-type: none"> Make some decisions Consider whether their decisions are good or bad Justify their reasons for making certain decisions 	<ul style="list-style-type: none"> Make decisions in response to a range of different scenarios Consider the ethical implications of their decisions Provide a justified argument for making certain decisions



Responsible Decision-Making (cont.)	Key Stage 3	Key Stage 4
<p>Demonstrate awareness of how their current decisions and choices may impact on their future</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Demonstrate awareness of the importance of making responsible decisions and how they can impact on their future • Explain how decisions and choices that they make may impact on their future. 	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Understand the importance of making responsible decisions and how they can impact on their future • Assess how decisions and choices that they make may impact on their future.