

Foundation Level

Levels 1 and 2

Levels 3 and 4

Levels 5 and 6

Self-Awareness and Management			
Recognition and expression of emotions			
Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations	Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions	Identify and explore the expression of emotions in social situations and the impact on self and others	Explore the links between their emotions and their behaviour
Development of resilience			
Identify their likes and dislikes, needs and wants, abilities and strengths	Identify personal strengths and describe how these strengths are useful in school or family life	Identify personal strengths and select personal qualities that could be further developed	Reflect on how personal strengths have assisted in achieving success at home, at school or in the community
Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems	Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations	Identify how persistence and adaptability can be used when faced with challenging situations and change	Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations
		Name and describe the skills required to work independently	Identify the skills for working independently and describe their performance when undertaking independent tasks
Social Awareness and Management			
Relationships and diversity			
Identify a range of groups to which they, their family and members of their class belong	Identify how families can have a range of relationships	Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion	Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences
Practise the skills required to include others and make friends with peers, teachers and other adults	Listen to others' ideas, and recognise that others may see things differently	Describe the ways in which similarities and differences can effect relationships	Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual
	Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour	Identify the importance of including others in activities, groups and games	Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved
Collaboration			
Name and practise basic skills required to work collaboratively with peers	Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks	Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate	Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles
Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict	Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict	Identify conflicts that may occur in peer groups and suggest possible causes and resolutions	Describe the various causes of conflict and evaluate possible strategies to address conflict
Achievement Standard			
By the end of Foundation level, students identify and express a range of emotions in their interactions with others. They recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths. They recognise that attempting new and challenging tasks are an important part of their development. Students identify different types of relationships. They begin to identify and practise basic skills for including and working with others in groups.	By the end of Level 2, students show an awareness of the feelings and needs of others. They identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. They recognise the importance of persisting when faced with new and challenging tasks. Students recognise the diversity of families and communities. They describe similarities and differences in points of view between themselves and others. They demonstrate ways to interact with and care for others. They describe their contribution to group tasks. They practise solving simple problems, recognising there are many ways to resolve conflict.	By the end of Level 4, students explain the consequences of emotional responses in a range of social situations. They recognise personal strengths and challenges and identify skills they would like to develop. They suggest strategies for coping with difficult situations. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful. Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. They describe factors that contribute to positive relationships with peers, other people at school and in the community. They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. They identify a range of conflict resolution strategies to negotiate positive outcomes to problems.	By the end of Level 6, students describe different ways to express emotions and the relationship between emotions and behaviour. They describe the influence that personal qualities and strengths have on achieving success. They undertake some extended tasks independently and describe task progress. They identify and describe personal attributes important in developing resilience. Students recognise and appreciate the uniqueness of all people. They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. They identify characteristics of respectful relationships. They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations.