



Five Year Curriculum Overview

Year 7	Year 8	Year 9	Year 10	Year 11
Aspirational outcomes by year group based on Bloom's Affective Taxonomy (Anderson & Krathwohl, 2009)				
Receiving Has an awareness of individual emotional differences, shows a willingness to hear and learn about emotional diversity.	Responding Demonstrates a willingness to actively engage with one's own emotions by attending - and responding - to one's own emotional cues. Gaining some satisfaction in responding to one's own emotions with insight.	Valuing Recognises the value of emotions in daily life. Aware of the mutual influence of our emotions on each other. Makes positive and supportive emotional contributions to others. Is becoming increasingly emotionally oriented.	Organisation Uses emotional awareness to attend to other's humanity. Synthesizes emotional information from different perspectives to inform responses and resolve conflict. Thinks critically about emotions to inform planning and decisions.	Internalising values Has a reliable and reflective internalised emotional self. Has a positive and integrated personal, social and school identity. Supports the social and emotional development of others and seeks to contribute to something bigger than the self.
Progression in learning aims from self, to others, to community				
Responding to one's emotions with curiosity	Exhibiting self-care towards one's emotions	Setting personal emotional goals	Identifying personal, cultural, and linguistic assets	Demonstrating trust in oneself
Exploring our emotional self	Validating one's own emotions	Planning for one's emotions in different situations	Exploring ideal, reflected and feared selves	Recognising situational demands and opportunities for social and emotional learning
Recognising the uniqueness of one's emotions	Linking feelings, values, and thoughts	Integrating personal and social identities	Demonstrating an authentic self	Supporting the emotional development of others
Having a growth mindset about our emotional selves	Recognising our personal and social selves	Examining prejudices and biases	Experiencing emotional self-efficacy	Identifying diverse social norms, including unjust ones



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Understanding emotional energy	Developing own interests and positive sense of self	Understanding how trust develops	Examining the role of trust in relationships	Responsibly advocating for self and others
Identifying and using stress-management strategies	Being curious about the diverse emotional worlds of others	Identifying and interrupting our own bias	Understanding the mutual influence of our emotions on each other	Contributing to an emotionally safe school community
Learning to express one's emotional needs	Showing concern for the feelings of others	Taking others' perspectives	Understanding social pressure	Integrating personal, social and school identities
Developing an awareness that different people express and experience emotions differently	Understanding the emotional dimensions of help seeking	Validating the emotions of others including during conflict resolution	Becoming multi-culturally orientated	Evaluating personal, interpersonal, community, and school impacts
Engaging in adult-led conflict resolution	Seeking support and help when needed with difficult emotions	Offering support and help to others when needed	Demonstrating empathy and compassion including during conflict resolution	
Demonstrating curiosity and open-mindedness	Accepting support and help with difficult emotions	Appreciating others and expressing gratitude	Developing positive relationships by listening and supporting	
	Identifying strategies to support personal or social problem solving	Reflecting on one's role to promote personal, family, and community well-being	Recognising how critical thinking skills are useful both inside & outside of school	
		Anticipating and evaluating the consequences of one's actions	Learning to make a reasoned judgement after analysing information, data, facts	