



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 | |