

Overview of Friendly Schools Whole Curriculum K – 6



Whole school common understandings on posters

Whole school common understandings				
	Topic	Poster	Students are able to:	
1.	We are a Friendly School	<ul style="list-style-type: none"> We are a Friendly School 	<ul style="list-style-type: none"> Demonstrate friendly and respectful behaviours to create a Friendly whole school culture. 	
2.	Unfriendly behaviours and bullying?	<ul style="list-style-type: none"> What is bullying? Am I being Friendly or am I...? 	<ul style="list-style-type: none"> Identify distinguish the difference between unfriendly and bullying behaviours 	
3.	What can I do if I am bullied?	<ul style="list-style-type: none"> What can I do if I am bullied face to face? What can I do if I am bullied online? 	<ul style="list-style-type: none"> Use a range of strategies to respond to being bullied face to face or online 	
4.	When do I need to ask for help? Who can I talk to?	<ul style="list-style-type: none"> Do I need to ask for help? 	<ul style="list-style-type: none"> Identify when they need to ask for help from an adult Identify people they could ask for help at school and at home. 	
5.	The difference between dobbing and asking for help	<ul style="list-style-type: none"> Asking for help is always okay 	<ul style="list-style-type: none"> Recognise the differences between dobbing and asking for help 	
6.	How do I ask for help?	<ul style="list-style-type: none"> How do I ask for help? 	<ul style="list-style-type: none"> Use a problem solving approach when asking for help? Feel confident to ask for help for themselves or someone else that may need help 	
7.	Saying what I want to make things better	<ul style="list-style-type: none"> Saying what I want 	<ul style="list-style-type: none"> Use a problem-solving process to express their feelings and problem solve to someone with whom they are having a problem 	
8.	What do I do if I see bullying (as a bystander)? Bystanders to upstanders 2	<ul style="list-style-type: none"> What is bullying? Am I being Friendly or am I...? 	<ul style="list-style-type: none"> Use a range of strategies to respond as a bystander to help or support the person being bullied 	
9.	Putting it all together	<ul style="list-style-type: none"> Do I need to ask for help? What can I do if I am bullied face to face? 	<ul style="list-style-type: none"> Use a problem solving approach to dealing with a bullying situation. 	

Overview of Five Key Areas for Social and Emotional Learning

Early Childhood		
Key area 1: Self-awareness - Sense of self, emotional awareness		
1. Special me	<ul style="list-style-type: none"> Promote positive peer relationships by describing themselves to the rest of the class 	
2. Feeling happy	<ul style="list-style-type: none"> Describe how it feels to be happy Identify situations that can make them feel happy 	
3. Sad feelings	<ul style="list-style-type: none"> Describe types of situations when people might feel sad Demonstrate compassion when others feel sad List who to talk with if they feel sad 	
4. Scary feelings	<ul style="list-style-type: none"> List other words for feeling scared Describe types of situations when people might feel scared Demonstrate compassion when others feel scared 	
5. Angry feelings	<ul style="list-style-type: none"> Describe types of situations that make some people feel angry Name ways to control their angry feelings Demonstrate ways of keeping safe when someone is angry 	
Key area 2: Self-management - Emotional regulation, resilience and self-motivation		
1. When you're having a bad day	<ul style="list-style-type: none"> Describe examples of things that can spoil their day Show they care for others who are having a bad day List who to talk with if they are having a bad day 	
2. Social mistakes – being bossy	<ul style="list-style-type: none"> Describe what people do when they are being bossy Show an understanding of how others feel when someone is being bossy Identify ways of helping others who are being treated badly 	
3. Social mistakes– when you can't get what you want	<ul style="list-style-type: none"> Describe how it feels when they can't get what they really want Demonstrate ways to control feelings of frustration 	
Key area 3: Social awareness - Understanding and interpreting social situations		
1. Using manners – please, may I and thank you	<ul style="list-style-type: none"> Demonstrate respect for others by knowing when to use the courtesy words “please”, “may I...” and “thank you” 	
2. Saying sorry	<ul style="list-style-type: none"> Demonstrate different ways of saying sorry if they have done something wrong 	
3. Excuse me	<ul style="list-style-type: none"> Demonstrate respect for others by using the courtesy words “excuse me” 	
Key area 4: Relationship skills - Positive relationship skills		
1. Sharing and Taking turns	<ul style="list-style-type: none"> Demonstrate the social skills required for making and keeping friends and working cooperatively together in school 	
2. Helping each other	<ul style="list-style-type: none"> Demonstrate ways they could help each other in the classroom and in the playground 	
3. Listening to each other	<ul style="list-style-type: none"> Demonstrate how to effectively listen to others 	
Key area 5: Social Decision Making		
1. Saying how we feel	<ul style="list-style-type: none"> Identify difficult social situations Demonstrate effective use of the first two steps of the making choices model 	
2. Sorting out a problem	<ul style="list-style-type: none"> Describe how the process of thinking, feeling, talking and choosing can help them deal with social problems Demonstrate through role play, appropriate ways of dealing with problems in social situations 	

PP - Foundation		
Key area 1: Self-awareness - Sense of self, emotional awareness		
1. We are special kids	Identify and demonstrate friendly behaviours	
2. Our feelings and emotions	<ul style="list-style-type: none"> Identify and label their emotions Describe how people can feel differently about the same and different situations. Explain why it is important to be able to control our emotions 	
3. Feeling grumpy and angry	<ul style="list-style-type: none"> Describe types of situations that make some people feel grumpy and angry Identify ways to control their grumpy and angry feelings Demonstrate ways of keeping safe when someone is angry 	
4. Feeling excited	<ul style="list-style-type: none"> Describe the types of situations that make them feel excited Explain how to control excitement to avoid hurting themselves and others Demonstrate strategies to monitor and regulate their excitement 	
Key area 2: Self-management - Emotional regulation, resilience and self-motivation		
1. Knowing how I feel	<ul style="list-style-type: none"> Identify situations that make them feel not-so-good Predict how to interpret a range of feelings Demonstrate how to manage feelings effectively 	
2. Controlling grumpy and angry feelings	<ul style="list-style-type: none"> Identify how their bodies react when they feel grumpy or angry Describe the characteristics of experiences which cause people to feel grumpy or angry Demonstrate ways to control grumpy and angry feelings 	
3. Feeling brave when you are scared	<ul style="list-style-type: none"> Identify when they are feeling scared Describe the characteristics of someone who is feeling scared Demonstrate how to control and take positive action when they feel scared 	
Key area 3: Social awareness - Understanding and interpreting social situations		
1. Caring, sharing and friendship	<ul style="list-style-type: none"> Discuss the benefits of having friends and ways of being friendly Demonstrate how to speak in a friendly way, listen to others' ideas, and care about others and their feelings 	
2. Sharing and taking turns	<ul style="list-style-type: none"> Describe the importance of a friendly happy and safe classroom Demonstrate the friendly behaviours of sharing and taking turns 	
3. Working through a problem	<ul style="list-style-type: none"> Identify situations where they disagree with someone Demonstrate different strategies to work through these disagreements 	
4. Including others	<ul style="list-style-type: none"> Describe what it feels like to be left out Demonstrate ways to include others 	
Key area 4: Relationship skills - Positive relationship skills		
1. Class rules about being friendly	Describe and practise school and classroom rules that help to keep everyone safe and happy	
2. Dealing with unfriendly behaviour	<ul style="list-style-type: none"> Identify unfriendly behaviours and describe the effects of these on people's feelings Take action to respond to unfriendly behaviours 	
3. Asking for help	Identify a trust group that students can turn to for help	
4. Saying sorry if I am unfriendly	<ul style="list-style-type: none"> Identify unfriendly behaviours and know when they should apologise Demonstrate saying sorry and changing their unfriendly behaviours 	
Key area 5: Social Decision Making		
1. Class rules - being friendly	Identify the steps to help to make choices role play making choices	

Year 1		
Social and Emotional Capability		
Key area 1: Self-awareness - Sense of self, emotional awareness		
1. We are all similar and different in some way	<ul style="list-style-type: none"> Identify student similarities and differences Celebrate and value student, staff and family diversity in our friendly school Demonstrate positive ways of being inclusive 	
2. Experiencing different feelings	<ul style="list-style-type: none"> Identify and predict the feelings and responses they and others may have to different social situations Demonstrate their understanding and acceptance of The different responses they and others may have to similar social situations 	
3. We all feel worried sometimes	<ul style="list-style-type: none"> Compare the characteristics of people and experiences which can cause some students to feel worried Demonstrate strategies to use when students feel worried 	
Key area 2: Self-management - Emotional regulation, resilience and self-motivation		
1. Hurt feelings	<ul style="list-style-type: none"> Identify situations when someone could be feeling hurt Show ways they can help themselves when their feelings are hurt Demonstrate ways of showing understanding and care for others who are feeling hurt 	
2. Feeling shy	<ul style="list-style-type: none"> Recognise when someone is feeling shy Take some positive action if they are feeling shy Demonstrate ways to help someone if they are feeling shy 	
3. Feeling left out and lonely	<ul style="list-style-type: none"> Recognise when someone is left out of a group and feeling lonely Take some positive action if they are feeling left out and lonely Demonstrate ways to help someone else if they are feeling lonely 	
Key area 3: Social awareness - Understanding and interpreting social situations		
1. Being thoughtful, caring and polite	<ul style="list-style-type: none"> Identify the characteristics of thoughtful, caring and polite behaviours Describe the benefits to our class of practising thoughtful, caring and polite behaviours Demonstrate how to be thoughtful, caring and polite to other people 	
2. Using friendly behaviours to make friends	<ul style="list-style-type: none"> Describe how to display friendly behaviours Discuss the effects of friendly behaviours on others Demonstrate friendly behaviours towards others 	
Key area 4: Relationship skills - Positive relationship skills		
1. Working cooperatively	<ul style="list-style-type: none"> Define what working cooperatively means Describe the importance of working cooperatively in the classroom Demonstrate ways to work cooperatively 	
2. What can I contribute?	<ul style="list-style-type: none"> Identify the value of using everyone's skills to work cooperatively Define what special skills they can contribute to the class Demonstrate how their special skills contribute to the class achieving its goals 	
3. Working cooperatively Mini-projects	<ul style="list-style-type: none"> Identify what all team members need to do to work together cooperatively Describe the different roles of each team member Demonstrate how the skills of planning, organising and negotiating assist teams to achieve their goals 	
Key area 5: Social Decision Making		
1. We all have choices	<ul style="list-style-type: none"> Identify that in every social situation there are opportunities to make choices, good and not-so-good 	

	<ul style="list-style-type: none"> Describe the effects on others of good and not-so-good choices Demonstrate making good choices in social situations and observing the outcomes of these choices 		
2. Working out ways to respond	<ul style="list-style-type: none"> Describe why it is important to link what they think, how they feel and the actions they take and the effects on others Demonstrate ways of responding appropriately in social situations using the 'think, feel, do' process 		

Year 2			
Social and Emotional Capability			
Key area 1: Self-awareness - Sense of self, emotional awareness			
1. Diversity of my world	<ul style="list-style-type: none"> Identify personal thoughts, feelings and experiences Demonstrate different ways of expressing their thoughts, feelings and experiences 		
2. Seeing the bright side	<ul style="list-style-type: none"> Describe the impact of positive thoughts and energy Demonstrate optimistic thinking by trying to look on the bright side of situations 		
3. The power of a smile	<ul style="list-style-type: none"> Identify the behaviours that help make people feel happy Describe how people use symbols of happiness to spread a message of positive thoughts Demonstrate actions they can take to bring happiness to others 		
Key area 2: Self-management - Emotional regulation, resilience and self-motivation			
1. Different feelings, different days	<ul style="list-style-type: none"> Identify emotions and how they can make us feel Describe the associations between emotions and colour to help describe feelings Demonstrate ways to communicate about how they feel through the use of colour 		
2. Helping myself when I'm feeling blue	<ul style="list-style-type: none"> Identify situations and times when they feel sad List who they can talk with if they are feeling sad Demonstrate what they can do to feel less sad 		
3. Responding to feelings of frustration and anger	<ul style="list-style-type: none"> Describe how their bodies react when they feel frustrated or angry Predict why they might feel frustrated and angry in some social situations Describe the possible effects of feeling frustrated or angry on their relationships Demonstrate strategies to use to control their frustration or anger 		
4. Dealing with frustrating and angry situations	<ul style="list-style-type: none"> Identify the situations or triggers which may cause them to feel angry Discuss how others may react differently to situations that make them feel frustrated or angry Explain ways to manage their frustration and anger when they feel out of control Demonstrate actions they can take to keep safe when someone is angry and out of control 		
Key area 3: Social awareness - Understanding and interpreting social situations			
1. Bringing colour into other people's lives	<ul style="list-style-type: none"> Establish the importance of being friendly Understand how their friendly behaviours – taking turns, sharing, speaking in a friendly way, listening to others' ideas, and caring about others and their feelings - can build strong friendships 		
2. Friends colour our lives	<ul style="list-style-type: none"> Establish the importance of friendly, happy and safe classrooms Understand how their friendly behaviours – taking turns, sharing, speaking in a friendly way, listening to others' ideas, and caring about others and their feelings – can lead to a friendly, happy, and safe classroom 		
3. Meeting new people	<ul style="list-style-type: none"> Support social skills development in a commonly problematic social "trouble spot" Address a common mode of "social aggression" 		
4. When it is hard to join in	<ul style="list-style-type: none"> Identify and demonstrate ways to "stop and think" in social problems that arise during play times 		
5. When friendship makes you feel blue	<ul style="list-style-type: none"> Define a friendship that is not supportive and happy Describe and demonstrate how to move away from an unhealthy or unsupportive friendship 		

Key area 4: Relationship skills - Positive relationship skills			
1. Problems with friends	<ul style="list-style-type: none"> • Demonstrate ways to limit social problems that arise during play times • Describe the importance of trying to think optimistically about their friends 		
2. The benefit of the doubt	<ul style="list-style-type: none"> • Ask themselves in troublesome social situations: 'Could there be another reason?' • Demonstrate positive thinking to discourage anger and reactive 		
3. How we think	<ul style="list-style-type: none"> • Link interpretation, emotion and action in their relationships • Reflect on how they respond in social situations 		
4. What is bullying?	<ul style="list-style-type: none"> • Identify the behaviours that constitute bullying • Discuss why bullying is an unacceptable behaviour • Demonstrate empathy for the person being bullied • Communicate their feelings about the possible effects of bullying 		
5. Who is involved in bullying?	<ul style="list-style-type: none"> • Identify the people involved in a bullying situation • Understand the roles of the people involved in a bullying situation 		
Key area 5: Social Decision Making			
1. How I feel in social situations	<ul style="list-style-type: none"> • Identify different feelings and illustrate how they might feel in different situations • Assess their feelings and responses in a bullying situation 		
2. What can I do if I'm bullied?	<ul style="list-style-type: none"> • Plan strategies to effectively respond to bullying situations • Role-play strategies to think about and plan responses to bullying situations 		
3. Asking for help	<ul style="list-style-type: none"> • Identify a personal trust group and how they would contact this group • Identify actions they can take in a bullying situation demonstrate asking for support 		
4. What should I do if I'm a bystander to bullying?	<ul style="list-style-type: none"> • Plan strategies to effectively respond to bullying situations • Role-play strategies to think about and plan responses to bullying situation 		

Year 3		
Social and Emotional Capability		
Key area 1: Self-awareness - Sense of self, emotional awareness		
1. My self-esteem	<ul style="list-style-type: none"> Define self esteem List factors that can contribute to positive self esteem Demonstrate actions they can take to help themselves feel better Demonstrate how helping others can also be good for their self esteem 	
2. Physical and emotional health	<ul style="list-style-type: none"> Describe the difference between physical and emotional health Classify hurtful situations according to whether they cause harm physically and/or emotionally Demonstrate ways they and others can minimise physical or emotional hurt 	
3. When my feelings are hurt	<ul style="list-style-type: none"> Describe situations that may hurt their feelings Identify positive actions they can take when their feelings are hurt Demonstrate ways to help themselves feel better 	
4. Safe or unsafe feelings	<ul style="list-style-type: none"> Identify feelings that help them recognise when they are safe Identify feelings that warn them they are not in a safe situation Describe when and where they feel safe and unsafe at school Demonstrate when they need to ask an adult for help Use strategies to keep themselves safe in a social situations 	
Key area 2: Self-management - Emotional regulation, resilience and self-motivation		
1. Managing our feelings	<ul style="list-style-type: none"> Explain why it is important to learn to manage their feelings Describe the positive and negative ways in which their bodies can react to feelings Demonstrate ways of managing their feelings 	
2. Positive thinking	<ul style="list-style-type: none"> Identify factors that can spoil a good day Demonstrate positive actions they can take to turn a not-so-good day into a better day Identify self-talk that can make them feel better about themselves 	
3. Perseverance	<ul style="list-style-type: none"> Describe situations where perseverance is needed Demonstrate an ability to persevere in challenging situations 	
Key area 3: Social awareness - Understanding and interpreting social situations		
1. Giving – making deposits	<ul style="list-style-type: none"> Identify the value of giving to and sharing with others Describe how their friendly behaviours – taking turns, sharing, speaking in a friendly way, listening to others' ideas, and caring about others and their feelings can lead to positive feelings for themselves Demonstrate ways to develop and maintain positive friendship groups using their friendly behaviours 	
2. Making things better	<ul style="list-style-type: none"> Identify times when they or others are not being treated nicely Describe what someone can do to feel better when being treated Unkindly Demonstrate ways to feel better when treated unkindly 	
Key area 4: Relationship skills - Positive relationship skills		
1. Bullying behaviours	<ul style="list-style-type: none"> Describe the characteristics of specific types of bullying behaviour Predict whether a behaviour is bullying or not bullying Demonstrate the ability to distinguish between and respond to Bullying and non-bullying behaviours 	
2. Bullying – keeping safe	<ul style="list-style-type: none"> Identify if a behaviour is bullying or not bullying Describe ways to assess potential risks before responding to a bullying situation 	

	<ul style="list-style-type: none"> • Demonstrate safe actions to take as a bystander to a bullying situation 		
3. How does it feel to be bullied?	<ul style="list-style-type: none"> • Identify feelings others may experience as a result of being bullied • Describe the possible physical and mental effects of bullying behaviour • Demonstrate actions they can take to discourage bullying behaviour 		
Key area 5: Social Decision Making			
1. Choices and consequences	<ul style="list-style-type: none"> • Demonstrate the use of a choices and consequences model to select appropriate actions to take to respond to bullying situations 		
2. Responding safely to bullying situations	<ul style="list-style-type: none"> • Identify when it is safe to respond to a bullying situation • Describe strategies they can use to respond in a safe way to a bullying situation. • Plan strategies to effectively respond to bullying situations • Demonstrate actions to take to reduce harm caused by a bullying situation 		

Year 4		
Key area 1: Self-awareness - Sense of self, emotional awareness		
1. Exploring my values	<ul style="list-style-type: none"> Identify values which are meaningful to them Describe the importance of applying their values beyond the classroom to the wider community Demonstrate putting their values into practice in social situations 	
2. Values and manners online and offline	<ul style="list-style-type: none"> Values and manners online and offline Identify manners and the role manners play in their lives Describe common manners expected by the society in which they live Demonstrate appropriate manners in all situations 	
3. Values and social rules	<ul style="list-style-type: none"> Identify social rules Explain the reasons these rules exist Demonstrate how to use social rules in different situations 	
Key area 2: Self-management - Emotional regulation, resilience and self-motivation		
1. Resolving conflict	<ul style="list-style-type: none"> Identify positive actions they can take to resolve conflicts Describe the difference between win/win, win/lose and lose/lose conflict resolution 	
2. When it is ok to say "no"	<ul style="list-style-type: none"> Identify the types of situations when it is okay to say "no" Demonstrate saying "no" confidently in role play situations 	
3. Standing up for what you believe in and value	<ul style="list-style-type: none"> Describe how the decisions they make can be influenced by their values Predict ways to maintain positive control of their emotions in challenging situations Demonstrate positive responses which reflect their personal values in response to conflict situations 	
4. Resolving conflict	<ul style="list-style-type: none"> Identify positive actions they can take to resolve conflicts Describe the difference between win/win, win/lose and lose/lose conflict resolution 	
Key area 3: Social awareness - Understanding and interpreting social situations		
1. Friends and friendship groups	<ul style="list-style-type: none"> Identify reciprocal friends and friendship groups Describe the influence of values on friendship and positive friendship groups Demonstrate actions they can take to promote positive communication and cooperation in friendship groups 	
2. Equality and exclusion in groups	<ul style="list-style-type: none"> Identify fairness, equality and exclusion in groups Describe behaviours and attitudes that reflect treating people fairly and equally 	
3. Empathy – understanding how others feel	<ul style="list-style-type: none"> Identify times when they need to try to understand how others may be feeling Predict how others may be feeling 	
Key area 4: Relationship skills - Positive relationship skills		
1. The truth about bullying	<ul style="list-style-type: none"> Define bullying Describe the effects of bullying behaviour on students and their peers Demonstrate safe actions they can take against bullying behaviour 	
2. Types of bullying	<ul style="list-style-type: none"> Identify different types of bullying Describe the effects of each of the different types of bullying Demonstrate attitudes and behaviours which discourage all types of bullying behaviour 	
3. Is this bullying?	<ul style="list-style-type: none"> Identify reasons some people tease in playful and hurtful ways Describe differences between joking, teasing and bullying and the effects of each Demonstrate actions they can take to respond positively to teasing situations 	
Key area 5: Social Decision Making		
1. Taking steps to help solve social problems	<ul style="list-style-type: none"> Identify times when they can safely take action to discourage bullying as a bystander to a bullying situation Describe the steps involved in the decision making model 	

	<ul style="list-style-type: none"> Demonstrate, using the decision making model, that they can decide how to deal with bullying behaviour 		
--	--	--	--

Year 5			
Key area 1: Self-awareness - Sense of self, emotional awareness			
1. Understanding emotional responses	<ul style="list-style-type: none"> Identify why their feelings are affected by many factors Describe how their feelings can affect their response to a situation Demonstrate control of their negative emotions in social situations 		
2. Understanding human needs	<ul style="list-style-type: none"> Identify the basic needs of human beings Describe what it feels like to be part of a group Demonstrate how to care for and support others in a group 		
3. Cool friend, good friend	<ul style="list-style-type: none"> Identify factors that influence their ideas about what it means to be popular Describe the similarities and differences between being popular and being a good friend Demonstrate how to be a good friend 		
Key area 2: Self-management - Emotional regulation, resilience and self-motivation			
1. Reigning myself in	<ul style="list-style-type: none"> Identify factors that trigger their emotions and how to control these triggers. Describe what it feels like to be "out of control" Describe what it feels like to be in control Demonstrate being in control of their emotions in difficult social situations 		
2. Being responsible for myself	<ul style="list-style-type: none"> Identify what personal responsibility means to them Explain the effects of taking responsibility for their actions Demonstrate being responsible for themselves and their actions 		
3. Saying sorry	<ul style="list-style-type: none"> Identify times when they need to say sorry Describe the effects on themselves and others of saying sorry Demonstrate saying sorry and really meaning it 		
Key area 3: Social awareness - Understanding and interpreting social situations			
1. Friendship groups	<ul style="list-style-type: none"> Identify healthy and unhealthy friendship groups by defining the characteristics of each Describe the benefits of belonging to a healthy friendship group Demonstrate healthy friendship traits 		
2. Friendship and tricky situations	<ul style="list-style-type: none"> Identify tricky situations among friends Describe factors contributing to tricky situations with friends Demonstrate positive actions to respond to tricky situations with friends 		
3. Social responsibility	<ul style="list-style-type: none"> Define social responsibility in the context of their home, school and community Predict changes to home, school and community when they act in a socially responsible manner Demonstrate ways they can put social responsibility in to practice 		
Key area 4: Relationship skills - Positive relationship skills			
1. Bystanders to bullying, anti-social and inappropriate behaviours	<ul style="list-style-type: none"> Investigate the effect bystanders can have on a bullying situation Identify the roles of the people involved in a bullying situation and assess the risks Plan strategies to effectively respond to bullying situations as a bystander Demonstrate empathy for people being bullied 		
2. Conflict resolution as a bystander	<ul style="list-style-type: none"> Identify strategies to respond to a difficult bullying situation Analyse bullying situations and devise appropriate responses demonstrate empathic responses to students who are bullied 		

3. Bystanders online	<ul style="list-style-type: none"> Identify bullying online Describe the barriers to being a supportive bystander online Demonstrate positive bystander actions to online bullying 		
Key area 5: Social Decision Making			
1. More steps to help solve social problems	<ul style="list-style-type: none"> Apply the decision-making model in a variety of bullying related situations. Describe the effects a bystander can have in bullying situations. Demonstrate how to respond safely as a supportive bystander in bullying situations 		

Year 6

Key area 1: Self-awareness - Sense of self, emotional awareness

1. Getting what we want	<ul style="list-style-type: none"> Identify powerful members of their school community Describe how members of their school community use their power Demonstrate using power in a positive way to achieve status within friendship groups 		
2. Aggressive or assertive?	<ul style="list-style-type: none"> Define aggressive, submissive and assertive behaviours Describe the differences between the three types of behaviours Demonstrate assertive responses in social situations 		

Key area 2: Self-management - Emotional regulation, resilience and self-motivation

1. Making it happen	<ul style="list-style-type: none"> List advantages of taking care of their minds and bodies Describe what healthy minds and bodies look like, feel like and sound like Demonstrate healthy practices for their mind and body 		
2. Self-talk	<ul style="list-style-type: none"> Identify self-talk Describe how self-talk can affect the way they feel and act Demonstrate the use of positive self-talk 		
3. Challenging myself	<ul style="list-style-type: none"> Identify factors involved in facing challenges and 'having-a-go' Describe what it feels like to move out of their 'comfort zone' Demonstrate facing new challenges in a safe way 		

Key area 3: Social awareness - Understanding and interpreting social situations

1. Peer groups	<ul style="list-style-type: none"> Identify peer groups and peer influence Describe how it can feel to be part of a peer group Demonstrate ways peer groups can influence others positively 		
2. Responding to negative peer pressure	<ul style="list-style-type: none"> Identify negative peer influence Describe the effects of negative peer influence on themselves and others Demonstrate ways to respond positively to negative peer influence 		

Key area 4: Relationship skills - Positive relationship skills

1. Bystanders to bullying, anti-social and inappropriate behaviours	<ul style="list-style-type: none"> Investigate the effect bystanders can have on a bullying situation Identify the roles of the people involved in a bullying situation and assess the risks Plan strategies to effectively respond to bullying situations as a bystander Demonstrate empathy for people being bullied 		
2. Conflict resolution as a bystander	<ul style="list-style-type: none"> Identify strategies to respond to a difficult bullying situation Analyse bullying situations and devise appropriate responses demonstrate empathic responses to students who are bullied 		
3. Bystanders online	<ul style="list-style-type: none"> Identify bullying online Describe the barriers to being a supportive bystander online Demonstrate positive bystander actions to online bullying 		

Key area 5: Social Decision Making

1. Decision-making skills	<ul style="list-style-type: none"> • Explore the factors influencing the decisions they make • Review and consider the choices, and consequences of decisions they make 		
2. Decision-making model	<ul style="list-style-type: none"> • Develop their problem solving skills in social situations • Use the decision making model to decide what actions to take in socially relevant situations • Appreciate the benefits of effectively applying the decision making process when faced with social choices 		
3. Possibilities	<ul style="list-style-type: none"> • Identify topics they need to explore during times of transition • Describe processes associated with exploring new topics • Demonstrate ways they can develop critical thinking skills 		