



Emotional, Health, Wellbeing and Resilience Framework



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NORTH WALES SOCIAL CARE AND WELL-BEING
SERVICES IMPROVEMENT COLLABORATIVE



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Introduction

As part of the Regional Integrated Children's Services Board, an Emotional Health and Wellbeing Resilience Framework has been created. It has been developed to be very much centred around the 'what' we can do to support children and young people, leaving the 'how' we can achieve it up to the relevant individual, trusted adult or support services. The design process has been thorough, engaging colleagues from education, children's services and health services as well as young people, parents and carers and third sector representatives. In addition, it has been taken through a robust, independent peer challenge review process with service users and wider stakeholders to ensure its relevance, accessibility and usability.

This framework has been initially designed to support meeting the needs of children and young people aged 0 – 18 and to promote multi-agency/stakeholder working so the emotional health needs of children and young people can be met consistently irrelevant of the service the individual chooses to engage with for support.

The key themes within the Five Ways to Wellbeing (Be Active, Keep Learning, Connect, Take Notice, Give) have been used to group the aspects of the framework to show the thinking and discussion that has developed the structure of the framework. It has been broken down into the following age ranges to show how the child or young person may typically build this resilience over time:

0 – 3 year olds

4 – 7 year olds

8 – 11 year olds

12 – 15 year olds

16 – 18 year olds

The framework is made up of key themes supported by age appropriate "I can" statements for children and young people along with trusted adult and support service statements. When combined, these form a holistic tool that can be used to support service development and delivery in a multi-agency manner.

Moving forward, it is hoped that the Emotional Health and Wellbeing Resilience Framework will provide a mechanism to support children and young people developmentally and to provide those supporting them with the tools and ideas to help best meet their needs.

We hope that you find this a useful resource to support meeting the emotional health and wellbeing of your children and young people.

Yours faithfully,

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On behalf of the Emotional Health and Wellbeing Resilience Steering Group.

0-3 Year Olds



CONNECT

Make time to connect with friends and family to help enrich your day



BE ACTIVE

Being active makes you feel good. Get moving – dance, sing; step outside – go for a walk, a run or cycle



GIVE

Acts of kindness, helping others or even volunteering can make you feel happier



KEEP LEARNING

Learning something new can be fun, make you feel good and build your confidence



TAKE NOTICE

Take time for yourself, notice things around you and savour the moment

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Being with and getting along with my siblings (if I have any) and having the opportunity to mix with other children and adults.	I need affection, attention, physical contact, I need my basic needs to be met so I am fed, clean, safe, loved, kept healthy and warm; I need to feel safe in familiar surroundings and with familiar people or people I can trust.	We will have close physical, eye-contact, pay attention to baby's cues (baby's sounds, actions), be a responsive parent, talk and interact with my child, ensure dedicated quality time with my child. We will ensure that our child's basic needs are met and so we will provide a balanced, healthy diet, keep our children clean and safe, make them feel loved and valued, we will make sure that they are safeguarded in all areas and at all times.	We will support parents and other trusted adults in forming a key relationship with their child and in ensuring their basic needs are met.
Beginning to experience different social situations.	I need to spend time with others and begin to mix in different social situations at the right pace for me.	We will provide opportunities for our child to play with other children and adults in a variety of social situations.	We will provide support and opportunities for children to play with other children. We will support adults to engage and respond appropriately with their child.
Understanding how to be kind to others.	I need to see those around me showing kindness to others and to me so I can begin to understand how to be kind, and the importance of being kind to others.	We will model how to play well and how to show kindness to others. We will praise positive behaviour.	We provide support and resources to parents and other trusted adults in helping their children to start to learn how to be kind to others.
Spending time with other familiar adults and beginning to feel comfortable around them.	I am beginning to spend time around other adults as well as with my parents or key carer.	We actively encourage our child to be close to a few other adults who are trusted to look after them.	We provide advice and guidance to help build close caring and supportive relationships with the child and help parents and other trusted adults to understand their critical role.



CONNECT

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0-3 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Beginning to understand how to interact with others.	I am beginning to interact with people familiar to me.	We will provide opportunities for our child to socialise and we model and support our children to interact and play well. We will help our children to resolve any problems they have with others and help them to learn and develop their behaviour.	We provide opportunities for children to learn and develop their social skills in a variety of settings. When doing this, we model language and play to develop emotional literacy. We will work with parents and other trusted adults to help develop positive behavioural strategies.
Cooperate and collaborate with other people.	I am learning to take turns and starting to listen to others. I am learning to say please and thank you. I am starting to look at people when they are talking with me. I am beginning to use kind hands when playing with other children.	We provide opportunities for our child to develop the skills of taking turn, being polite and cooperation with others. We provide opportunities for our child to make new friendships and model appropriate behaviours.	We provide learning opportunities for children to cooperate and collaborate, and to develop the skills of taking turn, being polite and listening to others. We will work with parents and other trusted adults to help develop positive behavioural strategies.
Beginning to communicate needs and feelings.	I am learning to express my feelings.	We talk to our children about their feelings and emotions. We will model how to express feelings in an appropriate way. We will use books and digital media to further develop an understanding of emotions.	We talk to children about their feelings and emotions. We will model how to express feelings in an appropriate way. We will use books and digital media to further develop an understanding of emotions.
Begin to develop a sense of belonging.	I am aware of who is in my family and beginning to know who else is important to me.	We will help our child to develop positive relationships with members of our family and other trusted adults and create opportunities for this.	We talk to children about their family and other important people in their lives to help develop a sense of belonging and support parents and other trusted adults to develop this sense of belonging.

KEY THEMES

Attachment and relationships Play Confidence Kindness to others Attachments and relationships
 Spending time with family, trusted adults and friends ICT and digital technology Support / social networks
 Developing relationships Local community



CONNECT

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0-3 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Learning how to play alongside and with others.	I am starting to play with others and choose who to play with.	We encourage and support our child to play with us and with other children.	We provide opportunities and support for parents and others to help their child learn how to play with others.
Beginning to feel a sense of mastery by being active.	I'm learning how to play and how to choose what to play with.	We provide opportunities for our child to play and take the lead in playing. We celebrate when our child tries their best.	We provide guidance and mechanisms for children to participate in new activities and develop new skills.
Beginning to participate in various activities to find things that make them feel good and develop skills.	I'm starting to take part in new activities and I'm learning about the things that make me feel good.	We try to be playful with our child and provide opportunities for them to participate in new activities that we enjoy together.	We provide opportunities for children to participate in a variety of activities that will support their development and next steps.
Have an opportunity to socialise with other children.	I am beginning to spend time and play with other children. I am starting to choose who to play with.	We provide our child with opportunities to spend time with other children and begin to develop problem solving skills.	We provide support for parents and other trusted adults in learning how to provide opportunities for the child to play with others of a similar age.
Have an opportunity to experience activities in the community.	I am beginning to take part in play-based activities in my community.	We provide our child with opportunities to experience play-based activities in our community such as toddler groups.	We provide and promote play-based activities for children to access in their community.
Developing emotional and social skills to express feelings.	I am showing how I feel through non-verbal behaviours, e.g. smiling, laughing, crying.	We model good manners, kindness and being respectful of each other.	We support parents and other trusted adults in helping their child to begin to develop good manners, kindness and mutual respect.



BE ACTIVE

Being active makes you feel good. Get moving – dance, sing; step outside – go for a walk, a run or cycle

0-3 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Learning to participate in activities with others safely under supervision.	I am learning to take part in a range of activities using my imagination.	We provide opportunities for our child to take part in activities and experience taking risks in a safe environment and build their awareness of what is safe.	We provide advice to support children in trying new activities and playing with new things and other children and support development of such activities.
Have an opportunity to develop fine and gross motor skills.	I am becoming active and moving using my hands, legs, arms, fingers and toes.	We encourage and demonstrate how to develop their fine and gross motor skills.	We develop a range of opportunities and access to resources for children to develop their fine and gross motor skills.
Eating a balanced diet.	I am encouraged to try new foods.	We provide our child with a variety of healthy foods to try and encourage them to start to make healthy choices.	We provide advice and guidance relating to healthy foods and support to eat a balanced diet and encourage children to start to make healthy choices.
Learning and developing a healthy sleeping pattern.	I am beginning to follow my bedtime routine.	We provide our child with a consistent calm bedtime routine with perseverance.	We support families with the importance of consistent bedtime routines and provide guidance and signpost when needed.

KEY THEMES

Gender differences Socially engaged Engage and research own interests
 Play and other activities in the community Exercise
 Motor skills Rules and behaviour



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0-3 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Beginning to share and help others.	I play with others and am starting to share my things.	We model and support our child to start to play alongside and with other children.	We create opportunities to model and support children to start playing with others.
Beginning to develop empathy.	I am starting to show when I feel happy or sad and am starting to see this in others.	We model and support our children to understand expressions to show emotions.	We explore opportunities to start to help children to recognise basic emotions in themselves and others.
Enjoying time spent and playing with others.	I need opportunities to spend time with my family and friends.	We enjoy spending time with our child and start to engage in play-based activities with them.	We create opportunities for children to show gratitude to others and appreciation for those who support them.
Starting to develop an understanding of right and wrong.	I am starting to understand right from wrong.	We help our children make the right choices by modelling and supporting them to understand what is right and wrong.	We provide opportunities for children to make the right choices by modelling and supporting them to understand what is right and wrong.
Beginning to follow routines and help with simple tasks.	I can follow a routine and help with simple tasks.	We have a daily routine and support our child to help with simple tasks at home.	We support parents and other trusted adults to follow a routine with their child and implement the use of visual schedules to help to follow routines in settings and at home.
Beginning to show positive feedback to friends.	I can be kind to others when playing.	We create opportunities to talk to our child about their day and encourage them to show kindness.	We provide opportunities for children to begin to play and form friendships.
Beginning to take time to experience a variety of activities.	I am starting to play with different things and have busy and quieter time.	We create opportunities for our child to take part in a variety of activities, both busy and quieter, when playing.	We create opportunities for children to take part in a variety of activities.

KEY THEMES

Empathy Awareness of others Moral and ethical development
What can children do for others Looking after ourselves



GIVE

Acts of kindness, helping others or even volunteering can make you feel happier

0-3 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Developing age-appropriate speech, language and communication skills in line with Speech and Language Therapy Service expectations.	I am beginning to communicate my feelings and notice communication from others.	We will play, talk, expose our child to a language rich environment. We will model age appropriate language and encourage our child to communicate with us.	We will provide tools and resources to help expose children to a language rich environment. We will support families with any issues or difficulties.
Developing a sense of confidence when playing and exploring new things and places.	I am beginning to play alongside and with other children.	We will encourage and provide opportunities for our child to develop their basic skills. We will celebrate and praise when our child does things independently.	We will encourage, support and provide opportunities for the children to develop basic skills and support parents and other trusted adults in doing this.
Beginning to form healthy relationships with others.	I am beginning to play appropriately with children of my own age. I am learning to express my emotions and feelings.	We will provide opportunities for our child to make friends, learn to express their feelings in an appropriate manner and develop empathy.	We will support families and provide opportunities for children to make friends. We will children to learn to express their feelings in an appropriate manner and develop empathy.
Beginning to explore and connect with the world around them using their senses.	I am beginning to engage in sensory play activities.	We will allow our child to develop all of their senses by providing a stimulating environment. We will explore with our child when playing.	We will provide opportunities for children to develop all their senses by providing access to a range of stimulating environments and will model how to explore with children.
Beginning to play independently and alongside others.	I am starting to play alongside others and interact with other children.	We will provide our child with the opportunities and experiences to interact with children of their own age. We will encourage and model positive relationships.	We will provide advice and opportunities to help children develop their play skills and ability to start to form friendships.
Developing a curiosity with their world.	I am starting to take an interest in the world around me.	We will provide opportunities for our child to experience and explore their world. We will talk to our child about the things they can see and hear. We will allow them to explore freely and ask simple questions.	We will provide opportunities for children to experience and explore their World. We will talk and support them in engaging in free play and help parents and other trusted adults to create free play rich environments.



Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Beginning to develop early learning skills.	I am starting to learn how to play simply with toys.	We will encourage and provide opportunities for our child to develop and learn new basic skills.	We provide opportunities for children to learn new skills in line with relevant curricula and frameworks.
Ensuring a balanced and safe use of digital media and tools and in turn using practical experiences to develop learning.	I am starting to use digital media with support.	We will provide age-appropriate electronic equipment (cause and effect toys) and digital media for our child to explore with supervision. We will set suitable time limits when using digital media.	We will provide age-appropriate ICT equipment (cause and effect toys) and digital media for children to explore with supervision when working with us.
Developing the ability to mix with others and to turn take.	I am starting to demonstrate my emotions and feelings when playing with other children.	We recognise the importance of providing our child with opportunities to socialise and play with other children.	We support parents and carers to learn new skills and provide resources to help the children to develop the skills that they need to keep safe.

KEY THEMES

Communication Independence/Confidence Emotional literacy Sensory/Creativity Play
Curiosity Opportunity to learn Balancing exposure to digital media Socialising/Relationships



KEEP LEARNING

Learning something new can be fun, make you feel good and build your confidence

0-3 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Supporting children to be aware of emotions.	I am starting to experience and recognise my feelings and emotions.	We show and talk to our child about different emotions and what these look like.	We help children to start to recognise emotions and feelings.
Beginning to become aware of their emotions and feelings.	I am beginning to be aware of my emotions and feelings with support.	We consistently help our child to be aware of their emotions and support them by naming/labelling emotions.	We consistently help children be aware of their emotions and support them by naming/labelling that emotion and by supporting access to resources to understand feelings and emotions.
Noticing the emotions of others.	I am beginning to notice the emotions and feelings of others.	We support our child to recognise emotions of others and model how to respond appropriately.	We provide support for children to help them be aware of the emotions and others by looking at facial expressions and behaviours.
Becoming self-aware and developing my skills.	I am beginning to explore my place and notice things happening around me.	We provide our child with opportunities to develop their senses and with lots of encouragement.	We provide advice and guidance to parents and other trusted adults to help develop a sensory rich environment for children. When working with children, we provide opportunity to develop their sensory skills.
Beginning to make choices.	I am beginning to make choices in play.	We provide our child with opportunities to make simple choices when playing.	We provide support and opportunities for children to make choices and take notice of these choices. We support parents and other trusted adults in developing opportunities for children to make safe choices when playing.
Developing an understanding of right and wrong.	I am beginning to understand the difference between right and wrong when playing.	We support our child to understand the difference between right and wrong by modelling choices when engaging in play-based activities.	We provide support and opportunities to guide children to recognise the difference between right and wrong and help them learn the consequence of their actions.



TAKE NOTICE

Take time for yourself, notice things around you and savour the moment

0-3 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Taking an interest in digital technology and ICT.	I am beginning to explore using digital technology.	We provide and share safe, age-appropriate opportunities for our child to start to explore digital technology, but limit time on this to ensure balance between the real and online world.	We support parents, other trusted adults and children in accessing age appropriate, digital tools and support them in balancing engagement in the real and virtual worlds through advice and signposting.
Developing a natural curiosity towards our world.	I am beginning to explore the world around me.	We provide opportunities for our child to explore the world around them both indoors and outdoors in a safe way.	We provide support and opportunities for children to develop a natural curiosity for their indoor and outdoor environments. We ensure when working with children that they have access to a nature-rich environment.
Taking time to reflect and savour the moment.	I am beginning to discover the world around me and discover new things.	We provide opportunities for our child to discover the world around them and model appropriate emotions and language when finding something new.	We provide support and opportunities for children to discover the world around them. We model appropriate emotions and language when children find something new and in turn expand their learning opportunities.

KEY THEMES

Nurture and care Demonstrating emotions Peer pressure Bullying/egocentric
 Transition from infant to pre-school Self esteem Social media and technology Perseverance
 Sense of independence Respect Awe and wonder



TAKE NOTICE

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0-3 Year Olds

4-7 Year Olds



CONNECT

Make time to connect with friends and family to help enrich your day



BE ACTIVE

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GIVE

Acts of kindness, helping others or even volunteering can make you feel happier



KEEP LEARNING

Learning something new can be fun, make you feel good and build your confidence



TAKE NOTICE

Take time for yourself, notice things around you and savour the moment

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Being with and getting along with my siblings (if I have any) and having the opportunity to mix with other children and adults.	I need affection, attention, physical contact, I need my basic needs to be met so I am fed, clean, safe, loved, kept healthy and warm; I need to feel safe in familiar surroundings and with familiar people or people I can trust.	We will have close physical, eye-contact, pay attention to baby's cues (baby's sounds, actions), be a responsive parent, talk and interact with my child, ensure dedicated quality time with my child. We will ensure that our child's basic needs are met and so we will provide a balanced, healthy diet, keep our children clean and safe, make them feel loved and valued, we will make sure that they are safeguarded in all areas and at all times.	We will support parents and other trusted adults in forming a key relationship with their child and in ensuring their basic needs are met.
Beginning to experience different social situations.	I need to spend time with others and begin to mix in different social situations at the right pace for me.	We will provide opportunities for our child to play with other children and adults in a variety of social situations.	We will provide support and opportunities for children to play with other children. We will support adults to engage and respond appropriately with their child.
Understanding how to be kind to others.	I need to see those around me showing kindness to others and to me so I can begin to understand how to be kind, and the importance of being kind to others.	We will model how to play well and how to show kindness to others. We will praise positive behaviour.	We provide support and resources to parents and other trusted adults in helping their children to start to learn how to be kind to others.
Spending time with other familiar adults and beginning to feel comfortable around them.	I am beginning to spend time around other adults as well as with my parents or key carer.	We actively encourage our child to be close to a few other adults who are trusted to look after them.	We provide advice and guidance to help build close caring and supportive relationships with the child and help parents and other trusted adults to understand their critical role.
Understand that my actions can affect others.	I am learning to understand when I have upset someone and can say sorry.	We help our child to resolve any problems they have with others and help them to learn and develop their behaviour.	We model language to develop emotional literacy that over time leads to the development of resilience.



Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Understand that there are people there to talk to and help.	I understand that there are people there to talk to and help me. I know where they are and how to ask for help.	We support our child to make friends and help them understand appropriate and inappropriate touch. We are there to listen and support our child.	We provide a safe space for children to share their worries without judgment.
Cooperate and collaborate with other people.	I can take my turn and listen to others. I say please and thank you. I look at people when they are talking with me. I can use kind hands.	We provide opportunities for our child to develop the skills of taking turn, being polite and cooperation with others. We provide opportunities for our child to make new friendships.	We provide learning opportunities for children to cooperate and collaborate, and to develop the skills of taking turn, being polite and listening to others.
Developing independence when interacting with others.	I can play independently indoors and outdoors, sharing and sometimes I let others join in.	We let our child play independently in a safe space, and join in regularly and show interest in their play.	We support parents and other trusted adults in providing opportunities for children to play independently, and develop their play and social skills in indoor and outdoor spaces.
Communicating needs and feelings and understanding those of others.	I can talk about my feelings and understand the feelings of others.	We talk to our child about their feelings and emotions and explore how to manage these.	We provide access for children to talk about their feelings and to understand the feelings of others.
Understand how to engage with others online safely. Beginning to understand the dangers of digital technology.	I can go online safely with grown-ups helping me.	We provide and supervise appropriate and age appropriate online access for our children. We discuss the dangers of digital technology and how to stay safe. We set suitable time limits when our child accesses digital technology.	We support parents and other trusted adults in helping their children to understand the difference between the online and real worlds. We provide opportunities for children and parents to learn about online safety.



CONNECT

Make time to connect with friends and family to help enrich your day

4-7 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Learn on-line literacy and safety.	I am able to interact with friends and family online with an adult helping me.	We support and supervise our child to access online resources at an age appropriate level. We discuss the dangers of digital technology and how to stay safe.	We support parents and other trusted adults in accessing age appropriate online activities.
Begin to develop a sense of belonging.	I am aware of my locality.	We create opportunity for our child to explore our locality.	We provide opportunities for children to explore and discover their local environments. We work with local groups to provide the best experiences.

KEY THEMES

Play Confidence Kindness for others Awareness of Bullying Peer pressure Role models
 Seeking support – spending time with trusted adults and friends Attachments and Relationships
 Boundaries Social Media & Technology Support / social networks Developing relationships Local community



CONNECT

Make time to connect with friends and family to help enrich your day

4-7 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Gaining a sense of fun and enjoyment by participating in activities.	I am happy to try new activities that interest me with the support of familiar adults and know it is ok to feel nervous before trying something new.	We are playful as a family and play together, letting our child take the lead.	We provide advice and support to help parents and other trusted adults to create time, space and opportunities for their children to play and enjoy playing.
Engaging in activities with others safely.	I can play safely with others and know when to take my turn.	We make time for our child to be outdoors, trying new things and experiencing new skills and in developing turn taking skills.	We provide time, space and opportunities outside of school that help children to feel good about themselves and understand how to play games fairly.
Having opportunity to mix with friends during and after school.	I have time to play with my friends during and after school.	We provide our child with a variety of healthy foods to try and encourage them to start to make healthy choices.	We provide advice and guidance relating to healthy foods and support to eat a balanced diet and encourage children to start to make healthy choices.
Choosing to engage in a range of activities, to find things that make them feel good.	I am developing an awareness of how being physically active helps me feel good.	We encourage our child to keep going and to persevere when taking part in something new.	We provide resources and ideas to help parents and other trusted adults develop their children's resilience.
Have an awareness of risk and how to stay safe.	I know how to stay safe and when to ask an adult for help.	We understand the importance of risk taking to childhood development, and what are appropriate risks and how best to support.	We provide opportunities for children to take appropriate risks and learn how to stay safe.
I am ready to try new activities.	I learn from making mistakes.	We encourage our child to try new activities and pastimes.	We provide support to parents and other trusted adults to access new activities and pastimes with and for their children.
Being respectful and playful with adults and peers.	I use my manners when talking to others.	We support our child to play games by the rules and to show respect to others when taking part in team games.	We ensure that children are supported to understand and play by the rules.
Being willing to pursue active hobbies and social interactions.	I am willing to try a variety of new activities.	We support our child to learn new skills, take part in games and play with others in a safe way.	We support parents and other trusted adults in ensuring that opportunities provided to children take health and safety into consideration.



BE ACTIVE

Being active makes you feel good. Get moving – dance, sing; step outside – go for a walk, a run or cycle

4-7 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Being willing to try and take part in new activities.	I can take part in new activities outside of school.	We will support and encourage our child to take part in new activities.	We will provide signposting to, and access to variety of activities for children to take part in.
Continuing to develop gross and fine motor skills.	I try my best to take part in a range of activities outside of school. To develop my big (legs and arms) and small (finger) control skills.	We provide a range of activities for our child to develop their gross and fine motor skills.	We develop opportunities for children to develop their fine and gross motor skills. We support parents and other trusted adults in developing their children's fine and gross motor skills.
Beginning to understand it is alright to have and pursue individual interests, including those that may be different from the established 'norms'.	I am confident to have a go and pursue my own interests.	We support our child to undertake pastimes that interest them, even if these may differ from things that may usually be expected.	We provide support for children who choose to take part in pastimes or hobbies that may not be perceived as 'normal'.
Begin to understand what a healthy diet is.	I know which foods to eat to keep me healthy.	We ensure that our child have access to the foods required for a balanced diet. We provide safe opportunities to practice safe and practical healthy food preparation and cooking skills.	We provide advice and support to help children to eat healthily and to understand the importance of this. We support the safe provision of safe and practical healthy food preparation and cooking skills.



Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Realising that physical and emotional changes are connected and that a variety of factors can affect health and wellbeing.	I understand that my mind and body are linked and I need to keep both healthy.	We provide support for our child to keep healthy physically and mentally.	We support children in accessing activities that promote mental and physical wellbeing.
Beginning to understand and implement a healthy sleep pattern.	I am beginning to understand that a good night's sleep is important to keep me healthy.	We ensure that our child has a healthy sleep routine and sleeping pattern.	We provide support to families in putting a healthy sleep routine into place.
Having the opportunity to develop resilience by learning from mistakes.	I try my best and learn from my mistakes.	We allow our child to learn from their mistakes in order to develop resilience.	We support children in learning from their mistakes and developing resilience. We help them to understand that it is okay to make mistakes and learn from them.

KEY THEMES	Play – enjoyment Development of fine and gross motor skills Engaging socially Teamwork Rules and behaviour Instinctively Being Active (being active as the default option) Understanding of Risk Problem Solving Confident risk taking/individual and group Resilience – failure Transitioning from Early childhood into middle childhood
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BE ACTIVE

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4-7 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Developing an understanding of the importance of helping others	I share and help others.	We create opportunities for our child to take turns, to share and to help others.	We create opportunities for children to take part in activities that encourage turn taking and helping others.
Beginning to develop kindness and compassion.	I am kind to other people, living things and our planet.	We support our child to show care and compassion to people, other living things and the planet.	We provide advice and guidance to help parents and other trusted adults support their children to show care and compassion to others and for our planet.
Beginning to engage in household routines, activities and contributing to the household.	I help out at home with jobs and chores.	We have rules, routines and timetables for household activities and we provide rewards for our child's contributions.	We provide advice to establish rules, routines and timetables to support parents and other trusted adults at home.
Developing an awareness of others and creating connections with people.	I do nice things for others and show thanks when people do nice things for me.	We are positive role models for our child, showing kindness and gratitude to others.	We create opportunities for children to show gratitude to others and support parents and other trusted adults in creating these opportunities.
Beginning to understand the importance of looking after ourselves including our mind and body.	I am starting to talk about how I feel and find ways to relax.	We create opportunities and spaces for our child to relax and model calming down for our children.	We support the creation of opportunities to develop relaxation techniques.
Developing an understanding of the importance of play and in playing alongside and with others.	I can play with my friends and share things with them.	We support our child in playing alongside to playing with other children and model sharing.	We create an environment for children to play with other children and learn how to share and turn take.

KEY THEMES

Kindness Compassion What children can do for others Looking after ourselves
Moral and ethical development Creativity



GIVE

Acts of kindness, helping others or even volunteering can make you feel happier

4-7 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Learning something new and fun.	When I learn something new, I am proud.	We give our child the opportunity to pursue new hobbies and interests both in and outside of school and the home. We support our child in learning new skills.	We celebrate success in situations where children learn new things or try something new. We provide opportunities for children to learn new skills.
Learning new skills and understanding rules when playing.	I play with others and try my best to play by the rules of the game.	We support our child in playing new games, with toys, with other children and in understanding the rules of games.	We create safe environments for turn taking, playing with other children and understanding how to play cooperatively.
Beginning to develop perseverance when learning something new or when something is difficult.	I keep going and try my best.	We encourage and support our child to keep going and try their best when they find things difficult. We support them in finding help if they need it.	We support parents and other trusted adults to provide opportunities to develop their children's resilience.
Learning about right and wrong and understanding fairness.	I try hard to follow any rules set and understand why we have rules.	We have clear and consistent rules for our child to follow and explain why these are important, helping children to understand fairness.	We provide opportunities for children to understand why we have rules and why these are important. We encourage children to be part of the rule making process to allow them to take ownership.
Responding to situations by sharing thoughts and feelings.	I can express my feelings appropriately and understand that my feelings and my behaviour are linked. I know that all feelings are ok and that some behaviours are okay and some behaviours are not okay.	We talk to our child about their feelings, emotions and behaviours. We use stories to help develop a deeper understanding. We model how to manage difficult feelings and show our child how to behave appropriately when feelings are uncomfortable or unpleasant.	We provide opportunities for children to talk about their feelings and to understand the impact of feelings on behaviours and the impact of behaviours on themselves and others around them.



Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Developing an understanding that it is okay to make mistakes, as this how we learn.	I am starting to learn from my mistakes.	We create opportunities to explore freely and make mistakes. We help our child to understand that it is ok to make mistakes and that we can learn from them.	We create opportunities to explore freely and make mistakes. We support parents and other trusted adults in helping their children to understand that it is ok to make mistakes and that we can learn from them.

KEY THEMES	Set a goal Learn something new and fun Achieve a goal What can I do for someone Understand right and wrong Development of confidence
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Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Taking time to reflect and take notice of what is around them.	I can stop and notice the World around me.	We create opportunities for our child to connect and spend time outside.	We support parents and other trusted adults in helping their children to access the outdoor environment and taking time to reflect.
Begin to ask relevant questions about the World around them, developing awe and wonder.	I am curious and ask questions.	We create opportunities for our child to explore freely and be inquisitive. We allow them to find out for themselves and ask questions.	We provide opportunities and experiences for children to explore freely and be inquisitive. We allow them to find out for themselves and ask questions.
Being able to name emotions and feelings.	I can say and show how I feel and try to stop and think before acting on my feelings.	We ask our child about their feelings, and support them to talk about these.	We provide support for children to understand their feelings and talk about these.
Developing a positive attitude and being grateful.	I show thanks for the good things I have.	We encourage our child to develop a positive attitude. Give our child time to reflect and appreciate what they have.	We provide advice and guidance to help parents and carers create opportunities for children to give thanks and develop a positive attitude.
Choosing to engage in a range of activities to find things that make them feel good.	I like trying new things.	We encourage our child to explore and try new activities indoor and outdoor.	We provide children with a range of new opportunities for them to discover, both indoors and outdoors.
Become self-aware and begin to reflect on own thoughts, feelings and skills.	I am beginning to know what I am good at and what I need to do to improve.	We talk to our child about their strengths and support them to develop their other qualities.	We support parents and other trusted adults to create opportunities for their children to reflect and take notice of their immediate surroundings 'in the moment'.

KEY THEMES

Be curious Reflect on your thoughts, feelings and experiences Be aware of your surroundings
 Notice the World around you Looking after yourselves Experiencing new things



TAKE NOTICE

Take time for yourself, notice things around you and savour the moment

4-7 Year Olds

8-11 Year Olds



CONNECT

Make time to connect with friends and family to help enrich your day



BE ACTIVE

Being active makes you feel good. Get moving – dance, sing; step outside – go for a walk, a run or cycle



GIVE

Acts of kindness, helping others or even volunteering can make you feel happier



KEEP LEARNING

Learning something new can be fun, make you feel good and build your confidence



TAKE NOTICE

Take time for yourself, notice things around you and savour the moment

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Resilience when in social situations and when alone.	I can play respectfully with others and know what to do when things go wrong.	We remind our child of the importance of turn taking and in getting on after falling out.	We provide children and their parents and other trusted adults with access to play that support inclusion.
Understanding bullying and how this impacts children, young people and adults.	I understand that bullying is wrong and know who to tell about bullying.	We use the correct language around bullying and support professionals with any concerns.	We work to manage incidents of bullying sensitively and support children involved.
Connecting with a range of peers and maintaining appropriate boundaries.	I know how to make friends and how to keep friendships.	We support our child to make friends and help them understand appropriate and inappropriate touch.	We provide opportunities for children to develop friendships and understand appropriate boundaries.
Developing a support network.	I have some people around me I know can trust and rely on if I need help	We help our child to develop a close supportive network and provide opportunities for them to stay in touch with those people.	We are actively involved with the child and their family on a regular basis, where possible throughout their childhood.
Being respectful to teachers, parents/carers and other people.	I am kind, polite and well-mannered to those around me.	We encourage our child to use their manners, to take turns and be polite.	We provide support to children and their families to help develop respect in a variety of situations.
Developing independence when interacting with others.	I can play and talk to my friends kindly and need less help from an adult to do this.	We create opportunities for our child to play kindly with others and to ask for help if they need it.	We provide opportunities and support for children to develop their independence and to connect with others.
Developing tolerance, empathy and understanding towards others.	I understand that we all have differences and I show care towards others.	We support our child in developing understanding of others.	We provide advice and guidance to help learn about and celebrate diversity when learning about others.
Developing an understanding of differences between the real and virtual worlds.	I know the difference between the online and real worlds.	We provide appropriate and age-appropriate online access for our child.	We support children and their parents and other trusted adults in understanding the difference between the online and real worlds.
Understand how to engage with others online safely.	I understand how to take part in safe friendships online.	We support our child to access online resources at an age appropriate level.	We support parents and other trusted adults in accessing age-appropriate online activities.



CONNECT

Make time to connect with friends and family to help enrich your day

8-11 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Understanding social cues and social conventions.	I understand how to behave when out and about.	We create opportunities for our child to behave appropriately when out in the community, and model good behaviour ourselves.	We support children in developing and using social cues and conventions and in helping parents and other trusted adults create opportunities to use and develop these.
Developing meaningful social connections with peers.	I am able to make and keep my friends.	We create opportunities for our child to make new friendships and spend time with their friends.	We support children in understanding how to make friendships and sustain them.
Communicating needs and feelings and understanding those of others.	I can talk about my feelings and understand the feelings of others.	We talk to our child about their feelings and emotions and explore how to manage these. We model ways of managing uncomfortable feelings within appropriate boundaries.	We provide access for children to talk about their feelings and to understand the feelings of others.
Recognising that there are different types of relationships beyond family and friends.	I know that there are relationships beyond friends and family.	We talk with our child about relationships and help them to understand relationships beyond friends and family.	We provide support to talk and explore relationships and help children to understand those beyond friends and family.
Understanding who is there to provide support.	I know who I can turn to if I need help.	We support our child in understanding who they can turn to if they need help, and actively encourage them to build a support network within and outside the family. We model to our child that we have people we can turn to when we need help and we seek out help when we need it.	We support our children in understanding who their trusted adults are. We advise and support parents in developing wider support networks.
Understanding connections, diversity and personal qualities.	I know that me and my friends don't have to be the same or have the same interests and we don't have to look the same.	We work with our child to help them understand diversity and that everyone has qualities and strengths.	We provide opportunities to celebrate diversity and support children to form friendships and connections.

KEY THEMES

Resilience Empathy for others Role models Attachments Relationships Bullying Peer pressure
Boundaries Transitioning from childhood into adolescent Social Media & technology Support networks



CONNECT

Make time to connect with friends and family to help enrich your day

8-11 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Gaining a sense of mastery by participating in activities.	I take part in new activities and I try my best.	We give our child opportunities to take part in new things that help to keep them healthy.	We provide opportunities for children to take part in extra-curricular activities.
Being willing to engage in a range of activities, to find things that make them feel good.	I try my best to take part in a range of activities outside of school.	We make time for our child to be outdoors, trying new things and experiencing new skills.	We support children in accessing opportunities outside of school that help them to feel good about themselves.
Having opportunity to mix with friends after school.	I make time to play with my friends outside of school.	We help give time for our child to see their friends outside school.	We provide opportunities for children to play with their peers and others.
Beginning to pursue hobbies and sustained leisure activities including activities outside of school.	I stick with things and try my best not to give up.	We encourage our child to keep going and to persevere when taking part in something new.	We provide advice and support to help children to develop their resilience and to try new hobbies.
Being respectful and playful with adults and peers.	I am respectful to adults and my friends.	We support our children to play games by the rules and to show respect to others when taking part in team games.	We ensure that children are supported to understand and play by the rules.
Taking part in activities with others safely.	I take part in activities safely.	We support our child to learn new skills, take part in games and play with others in a safe way.	We ensure that opportunities are provided to children to take health and safety into consideration.
Being willing to try and take part in new activities.	I have a go and try new activities.	We encourage our child to try a new activity and pastime We model enjoying pastimes of our own.	We support parents and other trusted adults in engaging children in new hobbies or activities.
Continuing to develop gross and fine motor skills.	I develop my big (legs and arms) and small (finger) control skills.	We provide a range of activities for our child to develop their gross and fine motor skills.	We provide support for children and parents and other trusted adults to develop their fine and gross motor skills.
Beginning to understand it is alright to have and pursue individual interests, including those that may be different from the established 'norms'.	I am happy to try new activities that interest me and know it is okay to feel nervous before trying something new.	We support our child to undertake pastimes that interest them, even if these may differ from things that may usually be expected.	We provide support for children who choose to take part in pastimes or hobbies that may not be perceived as 'normal'.



BE ACTIVE

Being active makes you feel good. Get moving – dance, sing; step outside – go for a walk, a run or cycle

8-11 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Eating a balanced diet.	I try to eat a balanced diet. I know what is healthy and what is unhealthy to eat. I know it is ok to sometimes have treats to eat.	We ensure that our child has access to the foods required for a balanced diet. We provide safe opportunities to practice safe and practical healthy food preparation and cooking skills	We provide advice and support to help children to eat healthily and to understand the importance of this. We support the safe provision of safe and practical healthy food preparation and cooking skills.
Realising that physical and emotional changes are connected and that a variety of factors can affect health and wellbeing.	I understand that my mind and body are linked and I need to keep both healthy.	We provide support for our child to keep healthy physically and mentally.	We support parents and other trusted adults in accessing activities that promote their child's mental and physical wellbeing.
Understanding and implementing a healthy sleep pattern.	I understand why sleep is important and have the sleep I need every night. I choose to have a break from screens for before I go to bed	We ensure that our child has a healthy sleep routine and sleeping pattern. We encourage our child to have a break from mobile phones, television screens and tablets before bedtime.	We provide support to families in putting a healthy sleep routine into place.

KEY THEMES

Moving from childhood into adolescent Engaging socially Engaging and exploring own interests
Activities in the community Exercise Motor skills Rules and behaviour



BE ACTIVE

Being active makes you feel good. Get moving – dance, sing; step outside – go for a walk, a run or cycle

8-11 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Being able to share and actively help others	I share and help others.	We create opportunities for our child to take turns, to share and to help others.	We create opportunities for children to take part in activities that encourage turn taking and helping others.
Developing empathy shown as children get older.	I can show care and compassion to others.	We support our child to show care and compassion in the things that they do.	We provide advice and support for parents and other trusted adults to help their child to show care and compassion to others.
Appreciating and showing thanks for time spent together.	I appreciate spending time with my family and friends and with other people who care for me.	We model being grateful and show gratitude to our child for spending time with us.	We support parents and other trusted adults in creating opportunities to show gratitude to, and appreciation for those who support them.
Beginning to engage in household routines, activities and contributing to the household.	I help out at home with some jobs and chores.	We have rules, routines and timetables for household activities. We use now and next cards to support child to help them know what is coming next.	We support the use of visual timetables to establish routines and timetables and support parents and other trusted adults to create these for use at home.
Showing positive feedback to friends.	I am kind and caring to other people.	We create opportunities to talk to our child about their day, things that have gone well and how they have shown compassion and kindness whilst they have been at school or out playing.	We create opportunities for children to make and maintain friendships and provide advice to parents and other trusted adults in creating these opportunities.
Being able to unwind and relax and knowing when it is helpful to do this.	I relax in different ways depending on how I am feeling. I know the things that help me to relax and when to use these skills. It helps me to feel good when I am kind to myself.	We create opportunities for our child to practice relaxing and model calming down for our child. We encourage our child to use different relaxation strategies in different situations.	We create opportunities for children to develop relaxation techniques and learn what to use when. We support and advise parents and other trusted adults in how to create opportunities for children to relax.

KEY THEMES

Kindness Compassion What children can do for others Looking after ourselves
Moral and ethical development Creativity



GIVE

Acts of kindness, helping others or even volunteering can make you feel happier

8-11 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Gaining a sense of achievement and learning something new.	Learning something new makes me proud. I am interested in trying new things.	We give our child the opportunity to pursue new hobbies and interests both in and outside of school and the home.	We celebrate success in situations where children learn new things or try something new.
Being able to persevere when learning a new skill that is difficult.	I keep going when doing something I find hard, I show stickability.	We encourage our child to keep going and try their best when they find things difficult and support them in finding help if they need it.	We provide advice and support for parents and other trusted adults to create opportunities for children to develop their resilience.
Learning about right and wrong and knowing when they are breaking the rules	I know what rules are and I follow them.	We have clear and consistent rules for our child to follow and explain why these are important.	We provide opportunities for children to understand why we have rules and why these are important and support parents and other trusted adults in developing and implementing these.
Moving from learning through play to learning by interacting with others.	I learn things by playing and by playing with my peers and others.	We give our child the opportunity to go outside and to play with friends and peers.	We provide tools and resources to enhance play and support children playing with others.
Responding to events and problem solving using verbal skills and logical reasoning rather than reactive behaviours.	I can describe my thoughts and feelings. I understand that my behaviour is affected by how I am feeling. I know what to do if I feel uncomfortable or distressed and who I can turn to for help and support.	We ask our child about their feelings and emotions and use things like feelings charts to help our child to talk about their feelings, emotions and behaviours and reactions to these.	We provide opportunities for children to talk about their feelings and to understand the impact of behaviours on themselves and others around them. We provide advice and guidance for parents and other trusted adults in developing their emotional literacy.
Learning how to navigate through the relationships when there is a stronger character in the group.	I understand that my voice counts and that I know how to explain my point of view.	We support our child to contribute their ideas, opinions and thoughts to activities respectfully.	We provide opportunities for children to contribute in a person-centred way.



Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Developing the ability to create new things and working with others to do this.	I can use my imagination to create new things. I can work as part of a team.	We provide opportunities for our child to play and be creative outside of school.	We support children to develop new ideas and use their imagination to create new things.
Developing an understanding of what to do when things are difficult.	I know it is ok not to get everything right and to learn from our mistakes.	We create opportunities to discuss making mistakes and learning from these with our child.	We create opportunities for children to understand how to learn from mistakes.

KEY THEMES

Developing new skills Moral compass Transitioning from childhood into adolescent
Transition to high school What can I do for someone



KEEP LEARNING

Learning something new can be fun, make you feel good and build your confidence

8-11 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Supporting children to be aware of emotions and behaviours.	I can maintain concentration.	We provide opportunities for our child to carry out activities in a quiet and calm environment.	We support for adults and other trusted adults in helping develop their children's concentration skills and provide opportunity for them to do this.
Being aware of their emotions.	I recognise my emotions and take time to reflect on these to learn about myself. I understand that my behaviour is affected by how I am feeling and I can spot when this is happening and know what to do.	We talk to our child about their feelings and emotions and help them to manage these.	We support the access to emotional resilience programmes for children.
Being able to name their emotions and feelings.	I can name my emotions and feelings.	We ask our child about their emotions and feelings and support them to talk about these.	We provide support for children to understand their emotions and to talk about these.
Responding to the emotions of others appropriately, including falling out and making up.	I know what to do when my friends feel differently to me.	We support our child in deciding how to deal with situations where their peers have different feelings to them.	We implement person centred approaches to support children in maintaining friendships.
Beginning to move from the concrete to the abstract.	I can play imaginatively and take time to enjoy what is around me.	We provide our child with opportunities to play and develop their imagination.	We provide access to creative, play based opportunities for children.
Becoming 'self-aware' of stronger skills and those less strong.	I know what I am good at and what I need to work on.	We talk with our child about their strengths and how they can work on other qualities.	We provide advice and support to parents and other trusted adults to help develop their children's self-awareness.
Beginning to make decisions based on what they know.	I think carefully before I make decisions.	We support our child in making informed decisions.	We provide opportunities for children to make decisions and to think critically on these.
Understanding that everyone has rights and to respect those rights.	I know that everyone has rights, including the right to be kept safe.	We ensure that our child are aware of their rights and we keep them safe.	We protect the rights of the children with whom we work and respect these rights.



TAKE NOTICE

Take time for yourself, notice things around you and savour the moment

8-11 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Understanding social media and online safety.	I know how to stay safe online. I know when to ask for help if things are difficult for me online.	We support our child to use the internet and social media safely.	We provide opportunities for children to use the internet and social media safely.
Taking time to reflect and savour the moment.	I can slow down and take time to enjoy the outdoors.	We create opportunities for our child to connect and spend time outside.	We support children in accessing the outdoor environment and in taking time to reflect.
Using reading as a tool to reflect and relax.	I read for pleasure.	We provide reading opportunities for our child to enjoy stories.	We support parents and carers in engaging in reading activities for their children.

KEY THEMES

Empathy Moral compass Peer pressure Transition from childhood to adolescence Body image
Bullying Managing emotions Social Media Sense of responsibility Respect Personal goals
Rules, behaviours and consequences



TAKE NOTICE

Take time for yourself, notice things around you and savour the moment

8-11 Year Olds

12-15 Year Olds



CONNECT

Make time to connect with friends and family to help enrich your day



BE ACTIVE

Being active makes you feel good. Get moving – dance, sing; step outside – go for a walk, a run or cycle



GIVE

Acts of kindness, helping others or even volunteering can make you feel happier



KEEP LEARNING

Learning something new can be fun, make you feel good and build your confidence



TAKE NOTICE

Take time for yourself, notice things around you and savour the moment

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Resilience when in social situations and when alone.	I can be comfortable in different situations / I can be confident in different situations / I can be comfortable being with others and alone	We support our child in feeling at ease whilst being with others and whilst spending time on their own.	We support parents and carers in providing opportunities for children and young people to socialise and also connect with themselves through spending time alone.
Understanding the consequences of their actions and how this impacts on children, young people, adults and the wider community.	I understand how to take responsibility and how this impacts on myself and others.	We support our child in understanding that everyone has rights and responsibilities and that actions have consequences.	We work with children and young people to help them to understand their rights, responsibilities and impact of their actions on themselves and others.
Connecting with a range of peers and maintaining appropriate boundaries.	I can behave amongst my peers in a way that's safe and respectful.	We ensure safe and appropriate boundaries are in place for our child and encourage them to start to explore boundaries in a safe and supported environment.	We support parents and carers in connecting appropriately and maintaining appropriate boundaries.
Healthy relationships and acceptance without exception .	I can create healthy positive relationships with others.	We support our child in developing healthy, positive relationships.	We provide support around how to develop safe, healthy and positive relationships including with people we may not choose ourselves where this is important for the young person.
Being respectful to others including teachers, parents, carers, ourselves and other people.	I can show respect to teachers, parents, friends, myself and others.	We encourage our child to show respect to themselves and others.	We support children, young people and parents and carers in developing respectful and resilient behaviours.
Continuing to develop and maintain independence when interacting with others.	I can interact independently with others.	We support our child in becoming more independent.	We signpost to activities and initiatives that promote responsible independence.
Developing tolerance, empathy and understanding towards others.	I can learn to be tolerant, empathetic and understanding towards others.	We encourage our child to show empathy and respect to others, valuing diversity and we model the same ourselves.	We support children and young people in developing an understanding of tolerance, empathy and respect for others.
Continuing to develop an understanding of the differences between the real and virtual world.	I can tell the difference between the real and virtual world.	We provide discussion and space to help our child understand the difference between the real and virtual worlds.	We support parents and carers in accessing resources to help their child to differentiate between the real and virtual world.



CONNECT

Make time to connect with friends and family to help enrich your day

12-15 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Continuing to develop an understanding of social cues and social conventions and use appropriately.	I can learn to interact and behave appropriately in different situations and with different people and where I feel I am different or I don't fit in.... (see notes).	We model ways to behave appropriately to our child.	We provide support and strategies for children and young people to work with others successfully and demonstrate and model our acceptance of those who are different from us [because children learn what they see message].
Developing and maintaining meaningful connections with peers.	I can maintain friendships and keep in touch with others.	We support our child in maintaining contact with their friends.	We support children and young people in developing approaches to maintaining friendships.
Communicating needs and feelings and understanding those of others.	I can tell others what I feel and what I need and listen to others who share their needs and feelings with me. I respect boundaries of confidentiality and understand when I need to tell an adult and when I need to respect privacy.	We provide space and the tools for our child to talk about their feelings and needs.	We support children, young people, parents and carers in talking about their feelings and needs.
Recognising and respecting different relationships beyond family and friends.	I can recognise and respect the different relationships I have with different people.	We support our child in recognising different relationships and developing positive and safe relationships with others, including online.	We provide a platform to discuss and understand the value in recognising and respecting relationships beyond family and friends.
Understanding who is there to provide support and be able to access it.	I know where to go and who to go to for support. I understand why it is important for me to have people I can go to for help if I need it. I feel confident in asking for their support and help.	We support our child in understanding where they can access support and how to do this and actively encourage them to build and maintain a support network within and outside the family. We continue to model to our children that we have people we can turn to when we need help and that we seek out help when we need it.	We support parents and carers, children and young people in recognising and accessing support routes and pathways.



CONNECT

Make time to connect with friends and family to help enrich your day

12-15 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Making sure enough sleep takes place and that the importance of sleep is understood.	I make sure I have enough good quality sleep every night.	We ensure that our child has the time needed and environment needed to sleep well.	We provide support and guidance to parents/carers, children and young people on developing good sleeping habits.
Developing and maintaining a trusted support network of people I can rely on when I need to.	I can trust and rely on some people who care about me. I have a few role models who have qualities that are important to me.	We help our child to continue to develop and to maintain a close supportive network and encourage them to include people in their network whose values fit with theirs.	We stay involved with the child as they grow and encourage them to seek support and help when needed.

KEY THEMES

Resilience Empathy for others Role models Relationships and sexual health Bullying Peer pressure
Boundaries Moving through adolescence Social Media & technology Support networks
Making safe choices/Engaging in risky behaviours Attachment and Relationships



CONNECT

Make time to connect with friends and family to help enrich your day

12-15 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Being confident in your own abilities with learning new skills and experiences.	I can do this and I am good enough to take on change.	We support our child in trying new activities and developing new skills.	We signpost parents, carers, children and young people to new activities that develop their skills.
Engaging in a range of activities to enhance wellbeing.	I try my best to take part in different activities that I enjoy and make me feel good.	We encourage our child to take part in varied and new activities.	We support parents and carers in seeking opportunities for new activities that promote wellbeing.
Taking up opportunities to mix with others outside of school.	I can mix with other people outside of school.	We support our child in developing wider friendship groups and with people outside of school.	We support children and young people in developing social networks outside of their school.
Continuing to participate in positive physical activities in and out of school.	I can take part in activities which have a positive impact on myself and others.	We encourage our child to take part in a wider range of activities in and out of school.	We explore new opportunities for children and young people to take part in physical activities in and out of school.
Being respectful with adults and peers.	I can be respectful with adults and my friends.	We support our child in showing respect to themselves, those around them and the community.	We support children and young people in developing respect for themselves, others and their community.
Safe engagement in activities with others.	I take part in activities safely.	We provide safe opportunities for our child to take part in activities.	We signpost to safe activities for children and young people to take part in.
Willingness to try and take part in new activities and to stick with things that they enjoy.	I try to take part.	We support our child in persevering with new activities and celebrate them trying their best.	We provide support to parents and carers in reassuring children and young people when taking part in new activities.
Understanding that it is ok to have and pursue individual interests, including those that may be different to those of others of the same age.	I understand that my interests should make me happy.	We support our child in developing their own interests, including those different to those of their peers.	We celebrate differences and provide support for parents, carers, children and young people in understanding and valuing diversity.

KEY THEMES

Moving through adolescence Personal Identity /equality and awareness Engaging socially
Engaging and exploring own interests Activities in the community Exercise
Healthy lifestyle Rules and Behaviours



BE ACTIVE

Being active makes you feel good. Get moving – dance, sing; step outside – go for a walk, a run or cycle

12-15 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
<p>Finding opportunities to be kind – tiny things – and understanding that this makes a big difference to others as well as to how we feel ourselves.</p> <p>Actively helping others through volunteering and contributing.</p>	I can give my time to help others	We provide time and support for engaging in community activities.	We support children and young people in seeking community based activities and programmes.
<p>Further development in empathy skills, peer mentoring etc.</p> <p>Caring for the feelings of others.</p>	I can listen to and show empathy to others	We talk to our child about supporting others.	We support children and young people in developing empathy skills.
Engage independently in household routines, activities and contributing to the wider household.	I can show care and compassion to others	We encourage our child to show empathy, understanding and compassion.	We support children and young people in developing compassion.
Engage independently in household routines, activities and contributing to the wider household.	I am capable of, and willing to complete some jobs and chores at home.	We provide routines and rotas for chores at home to develop responsibility.	We support parents and carers in providing routine and structure in household tasks.
Appreciating and showing thanks for time spent together.	I can listen to and show empathy to others	We encourage our child to show empathy, understanding and compassion.	We support children and young people in developing compassion.
Showing positive feedback to friends and those around them.	I appreciate spending time with my family and friends.	We make quality time to spend with our child and provide time for them to spend with friends.	We signpost to opportunities for children and young people to spend meaningful time with family and friends.
Being able to unwind and relax and knowing when it is helpful to do this.	I encourage my friends in a positive way	We support our child in seeing the positive in situations and provide constructive feedback. We welcome feedback ourselves from our child.	We support children and young people in developing a growth mindset.
Acceptance without exception.	I can relax in different ways depending on how I am feeling.	We provide space for relaxation and unwinding within the home.	We support parents and carers in finding space for relaxation and children and young people in relaxing.
	I accept the differences in others and if I am finding this difficult I know who I can safely discuss this with in order to help me to grow as a person .	We support our child in accepting difference and understanding diversity and in valuing small steps towards achieving this.	We support children and young people in understanding the value of diversity and in taking small steps towards accepting without exception.



GIVE

Acts of kindness, helping others or even volunteering can make you feel happier

12-15 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Keeping physically and emotionally healthy in order to give time to looking after oneself.	I make time to exercise and make space to think and reflect.	We encourage our child to take part in exercise and provide opportunity for mindfulness and time to reflect.	We support children and young people in accessing exercise and mindfulness activities.
Improving relationships within the community.	I show respect to myself, those around me and my community.	We involve our child in the life of the community and support them in making a positive difference.	We encourage and signpost community-based activities for children and young people.
Developing employability skills, independence and resilience.	I am independent and show perseverance when things are difficult.	We provide opportunities for our child to become independent and encourage them to persevere.	We support parents and carers in giving children and young people responsible independence.
Sustainability awareness and understanding the importance of reduce, reuse, and recycle.	I reduce, reuse and recycle and make efforts to live sustainably.	We ensure we contribute to the sustainability agenda and encourage our child to do the same.	We support parents, carers, children and young people in understanding the importance of sustainability.
Engage independently within the community.	I can engage within the community	We provide opportunities for our child to engage in community-based activities.	We provide signposting to community-based activities for children and young people.
Be able to appreciate and look after the environment.	I know how to look after the environment and appreciate my surroundings.	We support our child in caring for the natural world and their environment.	We support parents, carers, children and young people in understanding the importance of their environment.

KEY THEMES

Empathy Altruism Moral and ethical development What can young people do for others
 Looking after ourselves Gratitude & appreciation Participation & Engagement Personal values & beliefs
 Looking after ourselves Volunteering Work experience Community relationships Environmental Awareness



GIVE

Acts of kindness, helping others or even volunteering can make you feel happier

12-15 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
<p>Gaining a sense of achievement and learning something new.</p> <p>Learning new things that are interesting and enjoyable.</p> <p>Seeing the value in doing things for pleasure and satisfaction.</p>	<p>I feel a sense of achievement when I have learnt something new.</p> <p>I want to try new things and find things that interest me and I enjoy doing.</p> <p>I want to find "my thing" and spend time pursuing it.</p>	<p>We celebrate the achievements of our child.</p> <p>We encourage our child to try new things and find the things they really enjoy.</p> <p>We show our child that we have our own interests and spend time pursuing these.</p>	<p>We support parents and carers in celebrating the achievements of their children.</p>
<p>Being able to persevere when learning a new skill that is difficult.</p>	<p>I keep trying when learning new skills that are difficult.</p>	<p>We support our child in persevering when things are difficult.</p>	<p>We support children and young people in developing perseverance and stickability.</p>
<p>Knowing about right and wrong and understanding when they are breaking the rules.</p>	<p>I know what is right and wrong and understand when not to break rules.</p>	<p>We implement consequences to the choices our child makes and have set rules and boundaries.</p>	<p>We support parents and carers in implementing strategies to help children and young people learn about rights and responsibilities.</p>
<p>Understanding consequences of their actions and being able to balance choices with consequences.</p>	<p>I know my actions can have consequences, both positive and negative.</p>	<p>We support our child in understanding that their actions produce results.</p>	<p>We provide opportunities for children and young people to understand choices and consequences.</p>
<p>Self-lead learning and interacting with others.</p>	<p>I can learn on my own and with others.</p>	<p>We encourage our child to develop independence in their learning or studies.</p>	<p>We support children and young people to develop independence in their learning.</p>
<p>Appropriately responding to events, by managing feelings and expressing self with words and positive actions rather than through negative behaviours.</p>	<p>I can explain my thoughts and feelings through words rather than negative behaviours.</p>	<p>We support our child in responding to events that might not have gone their way by managing feelings and expressing self with words and positive actions rather than through negative behaviours.</p>	<p>We guide parents and carers in the use of strategies to manage child and young person reactions.</p>
<p>Learning how to navigate relationships when there is a stronger character in the group.</p>	<p>I understand that my voice counts and I can explain my point of view and listen to others.</p>	<p>We support conversations with our child to help them in managing relationships within a group of peers.</p>	<p>We support children and young people in developing the confidence to speak out appropriately.</p>
<p>Developing the ability to create new things and working with others to do this.</p>	<p>I can create new things and work with others to achieve together.</p>	<p>We encourage our child to work well with others and to try new activities to broaden their skills and interests.</p>	<p>We guide and engage children and young people in learning new things and developing confidence in trying something new.</p>



Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Developing an increased understanding of what to do when things are difficult.	I know it is okay not to get everything right and to learn from our mistakes.	We support our child in understanding what to do when things go wrong and who can help put things right.	We support children and young people in knowing what to do when things go wrong and who can help to put things right.
An awareness of own identity and the identity of others.	I am developing my own identity and recognise that others are doing the same.	We celebrate our child's identity and help them in understanding the self-identities of others.	We support parents and carers in celebrating their child's identity and valuing the diversity of their child and others.
Ability to identify achievable dreams, aspirations and goals for the future	I can identify achievable goals and think about future career options.	We support our child to set realistic goals and to work towards these.	We guide children and young people in the formulation of goals and inspire them to maximise their potential and realise their aspirations.
To have an understanding of their role within the community.	I understand my role within the community and how to make a difference.	We encourage our child to take a positive and active role within their community.	We celebrate the engagement of children and young people in their communities and signpost them to relevant opportunities.

KEY THEMES

Developing new skills & interests Moral compass Exploring adolescence Transition through key stages
 What can I do for someone Developing identity Aspirations for the future Participation
 Community Engagement Engagement in Learning



KEEP LEARNING

Learning something new can be fun, make you feel good and build your confidence

12-15 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Awareness of own behaviours and the impact on others	I understand the effect my behaviours, both positive and negative, can have on others.	We support our child in understanding the impact of their choices and decisions.	We provide tools and resources to help children and young people understand the consequences of their choices.
Recognising own emotions and when and where to seek support.	I can talk to someone about my feelings and know where to go when I need support.	We talk with our child about how they feel and support them in managing their feelings and emotions.	We signpost parents, carers, children and young people to support in managing their feelings and emotions.
Develop an understanding of own values and beliefs and those of others.	I understand my own values and beliefs and those of others.	We support our child to understand values and form their own values and beliefs.	We provide opportunities for children and young people to develop values and understand their own beliefs and those of others.
Being able to name emotions and feelings and manage behaviour that results from uncomfortable feelings.	I know it is okay not to feel okay and know how to access support to manage my feelings.	We support our child in talking about their emotions and feelings and how to manage behaviours as a result of these.	We provide support for children and young people to help understand and manage their feelings, emotions and behaviours.
Responding to the emotions of others appropriately, including falling out and making up.	I can recognise all emotions are important and that I respond to the emotions of others appropriately.	We support our child in understanding varied emotions and how to respond and react to the emotions of others.	We provide structure and support for children and young people to respond to the emotions and feelings of others appropriately.
Beginning to move from the concrete to the abstract when developing skills and ideas.	I can think outside the box and apply my skills to other situations that I may not be familiar with.	We provide opportunity for our child to develop and apply their skills in new and unfamiliar situations.	We signpost parents and carers to situations and opportunities for their children to apply their skills and develop confidence.
Becoming more 'self-aware', recognising strengths and areas for development.	I am aware of my strengths and areas to develop.	We support our child to discuss what they do well and support them with developing their other skills.	We provide guidance to parents and carers as to how to celebrate success and work on areas to develop.
The ability to make appropriate decisions based on what they know.	I make informed decisions.	We support our child to weigh up the pros and cons of a decision and to then make informed choices.	We provide guidance to parents and carers on tools and resources to support children and young people in decision making.
Understanding that everyone has rights and to respect those rights.	I know my rights and responsibilities and respect those of others.	We support our child in understanding the link between rights and responsibilities.	We guide children and young people in understanding their rights and how to respect the rights of others.



TAKE NOTICE

Take time for yourself, notice things around you and savour the moment

12-15 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Understanding social media and online safety.	I understand the difference between real life and what is presented to me online.	We support our child to understand how to stay safe online and to understand the difference between the real and virtual worlds.	We provide resources, tools and support for parents, carers, children and young people to use online resources safely.
Taking time to reflect and enjoy the moment.	I take time to reflect and savour the moment, appreciating time alone can give space to relax.	We provide space for our children to reflect, relax and enjoy the moment.	We signpost tools, resources and ideas to help children and young people to relax, unwind and enjoy the moment.
Taking notice of oneself, developing a sense of self.	I can recognise things that are important to me. I can accept and be happy with myself.	We support our child in accepting themselves and understanding what is important to them.	We provide advice and support to children and young people to help them to recognise and accept themselves and what is important to them.
Learning about change/noticing change, sexuality, managing uncertainty, awareness of differences.	I am comfortable in myself and how my body changes. I understand how to look after myself and stay healthy.	We provide a safe space to talk about changes, development and difference with our child.	We provide support for children, young people, parents and carers around sexuality, development, changes and awareness of differences.

KEY THEMES

Empathy Moral compass Peer pressure Transition from childhood to adolescence Body image
Bullying Managing emotions Social Media Sense of responsibility Respect Personal goals
Rules, behaviours and consequences



TAKE NOTICE

Take time for yourself, notice things around you and savour the moment

12-15 Year Olds

16-18 Year Olds



CONNECT

Make time to connect with friends and family to help enrich your day



BE ACTIVE

Being active makes you feel good. Get moving – dance, sing; step outside – go for a walk, a run or cycle



GIVE

Acts of kindness, helping others or even volunteering can make you feel happier



KEEP LEARNING

Learning something new can be fun, make you feel good and build your confidence



TAKE NOTICE

Take time for yourself, notice things around you and savour the moment

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Understanding differences and impact of decisions. Showing empathy and having awareness of how we act will be received by others.	I can recognise diversity and respect other people's perspectives and opinions.	We support our child to understand the importance of diversity and respecting the opinions of others.	We provide a safe place where young people can express themselves and respect the views of others.
Independence in thought and actions.	I can make decisions and act on them independently.	We encourage our child to make their own, informed decisions.	We provide opportunity for young people to make their own decisions in an informed manner.
Politeness in interaction with others.	I can and will be polite and respectful when interacting with others.	We help our child to understand the importance of respectful interaction with others and do the same ourselves.	We support young people in engaging respectfully with others.
Understanding, respecting and maintaining appropriate boundaries in a variety of contexts.	I can understand the need to be respectful and maintain appropriate boundaries.	We support our child in understanding and maintaining appropriate boundaries.	We work with young people to understand and maintain appropriate boundaries.
Allowing others to speak their mind and respecting their views, and being able to share own views in an appropriate way even if these are different.	I will be respectful of other people's opinions and thoughts and be open to listening to other perspectives.	We help our child to understand the opinions and thoughts of others and to be respectful of these.	We provide opportunities for young people to work with others, to understand different opinions and to be respectful of these and to share their own opinions safely and with respect.
Tolerant of others views and beliefs.	I can recognise and tolerate that not everyone's views and beliefs in society are the same.	We support our child in understand the views of others and that not everyone has the same viewpoint.	We provide a platform to celebrate varying viewpoints and support for young people in understanding not everyone has the same views.
Social responsibility (e.g. COVID compliant, use of social media, safe behaviours).	I understand the importance of keeping myself and others safe.	We support our child in understanding the importance of keeping themselves and others safe.	We provide an opportunity for young people to understand how to keep themselves and others safe.
Being able to confidently socialise with a peer group.	I am able to maintain healthy friendships with my peers.	We help our child to maintain healthy friendships with their peers.	We provide young people with tools to maintain friendships and to understand what makes a friendship healthy.



CONNECT

Make time to connect with friends and family to help enrich your day

16-18 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Being able to confidently interact with other generational peer groups.	I am able to interact confidently with people of all ages.	We support our child in understanding how to interact with people of all ages successfully and safely.	We provide opportunities for young people to engage with others confidentially, safely and proactively.
Ability to interact with adults in a formal (e.g. training/work) and informal setting.	I can interact with adults in an appropriate and respectful manner in both a formal and informal setting.	We encourage our child to interact in a safe, appropriate and respectful way with adults in formal and informal situations.	We support young people to understand the importance of interacting in a safe, appropriate and respectful way with adults in formal and informal situations.
Building relationships confidently within current peer group or other social groups (e.g. cultures, ages religions, backgrounds).	I can maintain relationships with my peers and other social groups whilst recognising and respecting various differences.	We encourage our child to maintain relationships with their peers and others in social groups.	We support young people in understanding how to maintain safe relationships with their peers and others in social groups.
Establishing links within the community.	I can access communal activities and am able to interact confidently.	We support our child in interacting confidently in social situations.	We provide opportunity for young people to engage with others in social situations.
Resilience to the change in relationship dynamics.	I can adapt to change in a positive way.	We support our child to adapt to changes positively.	We create a safe space for young people to adapt to change positively.
Taking responsibility and being accountable for oneself in becoming as adult.	I can be responsible for my own actions and behaviours as I approach adulthood.	We encourage our child to be responsible for their own actions and behaviours as they move towards adulthood and we demonstrate the same qualities ourselves.	We provide a platform for young people to be responsible for their own actions and behaviours as they move towards adulthood.
Keeping in touch with and using support network when needed	I stay in touch with the people I can turn to for support and who care about me. I will include new people in my support network who I trust and who care about me and whose values I admire and respect.	We encourage our child to invest in their support networks. We try to provide opportunities for our child to connect with trusted adults who care about them whilst respecting their independence.	We maintain contact with and respond to young people reaching out to us and try and try to give a clear message that we are always there for them if they need us.

KEY THEMES

Resilience Respect for others Social Interaction & Relationships Negative Behaviours, including bullying
Transitioning to adulthood Building Relationships Attachment and Relationships, etc.



CONNECT

Make time to connect with friends and family to help enrich your day

16-18 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Recognising and celebrating the benefits of participating in activities, being a part of committees or taking a leadership role within the community.	I can and will recognise my achievements in, and the benefits of, taking part in activities with others. I am able to take part in things and I am able to adapt to change.	We celebrate our child's achievements and encourage them to take part in new things.	We create opportunities to recognise and celebrate the achievements of young people gained through participation in activities.
Recognising effective decision-making about what activities to get involved in that will have a positive impact, developing democratic voices.	I will make a positive decision that will have a positive impact on myself and my community.	We create opportunities for our child to make positive decisions about what they get involved in.	We encourage young people and their families to make decisions that have a positive impact on them and others.
Developing a more independent approach re: participation.	I will take part in activities or issues that matter to me. I will be able to confidently take part independently. I will encourage others to take an interest and be active.	We encourage our child to participate in activities and their role in society independently, taking increasing responsibility for getting to their activities.	We create opportunities for young people to play an active and independent role in their communities, taking increased responsibility for getting there.
Creating opportunities to mix with friends after education, employment or training in a safe way, independently. Identifying competing factors that may put pressure on you to make an inappropriate decision and being able to stand back and think things through.	I will make decisions that will enable me to mix with others in a safe way. I will be able to make safe decisions independently. I encourage others to make similar decisions.	We support our child to independently mix with others outside of education, employment or training in a safe way.	We create spaces for safe and positive engagement for young people outside of education, employment or training.
Developing an interest in hobbies and regular leisure activities including activities outside of education, employment or training.	I will continue to take part in activities that are of interest to me. I will be able to confidently take part independently, sometimes this will be with others and sometimes on my own.	We support our child to take part in activities that interest them independently.	We provide opportunities for young people to take part in things that are of interest to them.
Being respectful towards themselves, other people, things and property.	I am respectful to myself, others and property.	We demonstrate respect towards ourselves and others and take care of the things we own/use; and encourage our child to do so too.	We work with young people to help them understand the importance of respectful behaviour and demonstrate this ourselves.



BE ACTIVE

Being active makes you feel good. Get moving – dance, sing; step outside – go for a walk, a run or cycle

16-18 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Identifying and recognising the consequences of engaging in risky or dangerous activities. Consequences are more likely to be more serious.	I can identify and recognise the consequences of taking part in risky or harmful behaviours and activities and know that I need to make informed choices for myself.	We support our child in understanding the consequences of their behaviours, both positive and negative.	We work with young people and their parents to understand the impact and consequence of inappropriate, harmful and risky behaviours.
Being willing to try and take part in new activities, with others and alone and maintaining and sustaining interest over time.	I understand that taking part in things is positive and good for me. I will take part in new activities without over stretching my time.	We encourage our child to try new things and take part in new activities, maintaining interest in these.	We provide new and exciting opportunities for young people to take part in and sustain their interest in.
Understanding and celebrating that it is alright to have and pursue individual interests, including those that may be different from the established norms.	I understand and celebrate diversity and encourage others to do the same.	We discuss diversity and the importance of this with our child and help them to understand the value of diversity.	We provide a safe environment to promote diversity.
Eating a balanced diet taking an increasing responsibility for their own health and wellbeing.	I understand the benefits of eating a balanced diet and taking care of my own physical and emotional health.	We encourage our child to eat a balanced and healthy diet and take responsibility for their wellbeing.	We promote healthy eating and having a balanced diet and signpost young people to support where needed.
Realising that physical and emotional changes are connected and that a variety of factors can affect health and wellbeing.	I understand the benefits of taking care of my own physical and emotional health and that the two are connected	We support our child in understanding the connection between mental and physical health.	We support young people and their families in promoting their mental and physical health and understanding how these are linked.
Understanding and implementing a healthy sleep pattern. Being able to strike a balance between sticking to a routine most of the time and being flexible enough to adapt when the situation requires it.	I understand how a healthy sleeping pattern and daily routines can contribute to my own wellbeing, even when these are not what I want to do.	We encourage our child to adopt a healthy sleeping pattern and sleeping habits and do the same ourselves.	We support young people in understanding the importance of sleep and sleeping habits.

KEY THEMES

Transitioning from adolescent into adulthood Gender differences Engaging and/or re-engaging socially
Engaging and exploring own interests Activities in the community including volunteering
Physical activity and exercise Rules and behaviour Keeping safe whilst testing the boundaries and testing the
boundaries sounds command and control Risk taking behaviours might be better – risk assessment



BE ACTIVE

Being active makes you feel good. Get moving – dance, sing; step outside – go for a walk, a run or cycle

16-18 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Actively helping others.	I contribute to my community finding ways to improve life for all.	We encourage our child to contribute to their wider community.	We provide opportunities for young people to take part in community based, positive activities.
Continue to show empathy for others and set good examples to peers.	I can contribute to supporting and encouraging others by being a good role model.	We support our child in being a positive role model for their peers and model such behaviour.	We support young people in taking part in schemes that allow them to act as role models for others.
Recognition of the impact kindness can have on others and an understanding of what that means.	I understand how an act of kindness can have a positive impact on someone and I am able to appreciate acts of kindness shown towards me.	We encourage our child to behave positively when thinking of others and value the importance of kindness.	We provide opportunities for young people to have a positive impact on others.
Giving time to personal wellbeing and knowing when to relax, making time for physical and emotional health.	I am able to recognise when I am starting to feel anxious or stressed and can take time out.	We encourage our child to be self-aware and take time for themselves as they need it.	We provide support for young people to manage stress, anxiety and worry independently and through others.
Caring for others feelings and taking an interest in what others do and say, supporting the emotional wellbeing of others.	I am able to show that I am interested in what other people say and feel and can recognise when they might need support.	We support our child to recognise the feelings of others and how to support those who need a little extra help.	We work with young people to understand what others say and how to support them.
Support, help and encourage others Contribute to activities in and outside of the home with family and friends	I can be supportive and encouraging to my friends and family.	We encourage our child to support their peers and family.	We work with young people to help them understand how to support their peers and family.
Showing appreciation and being thankful for opportunities and time given.	I can show gratitude towards those that support me and others around me and am able to base the appreciation shown on my own values and beliefs.	We work with our child to understand the importance of showing appreciation and thanks to those who help us and support them in developing appreciate based on their own values and beliefs.	We encourage independent appreciation of the small things in life and provide mechanisms for young people to show their thanks to those who help them.
Giving positive feedback and being able to receive constructive criticism.	I am confident to be able to give feedback to others and can take constructive feedback positively.	We support our child in feeling confident to give feedback on how they feel things are going.	We provide a space for young people to feedback on how they feel things are going.



GIVE

Acts of kindness, helping others or even volunteering can make you feel happier

16-18 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Consideration and implementing help for others in every day small ways, it is the thought that counts.	I am aware of and can be considerate and helpful to others whenever possible	We support our child in being considerate and helpful towards others.	We provide opportunities for young people to show consideration and helpfulness towards others.
Acceptance without exception: allowing themselves to be who they want to be	I can accept the differences in others and am confident that I can be the person I want to be. I am true to myself.	We support our child in understanding themselves, individuality and being true to themselves.	We work with young people to support them in becoming confident in themselves and true to themselves.
Improving relationships within the community e.g. intergeneration projects, developing social responsibility.	I can work alongside and maintain good relationships with groups of all ages and be actively involved in community projects.	We support our child to engage in community work with people of all ages realising the value of such work.	We provide opportunities for young people to take an active role in their community.
Displaying perseverance when faced with obstacles and understanding the difficulties faced by others and recognising when to help and how they can be supported.	I can show perseverance to overcome barriers and can understand difficulties faced by others and am able to offer my help and support to them.	We encourage our child to show perseverance to overcome barriers and support others to do the same.	We support young people to show perseverance to overcome barriers and help others to do the same.

KEY THEMES

Empathy Altruism Moral and ethical development What can young people do for others
 Looking after ourselves Gratitude & appreciation Participation & Engagement Personal values & beliefs
 Looking after ourselves Volunteering Community relationships Environmental Awareness



GIVE

Acts of kindness, helping others or even volunteering can make you feel happier

16-18 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Gaining a sense of achievement when learning something new.	I am open to learning new things and taking part in new activities.	We provide opportunity for our child to take part in new activities and celebrate new skills learnt.	We create an environment where young people can try new things and develop new skills. We celebrate these.
Being able to persevere when learning a new skill that is difficult.	I can persevere when trying something new. I have developed resilience when things go wrong and am able to see the opportunity this brings for new learning.	We encourage our child to show resilience when trying new things and taking part in new activities and model this behaviour and bouncing back when things go wrong.	We help foster a sense of resilience and promote perseverance when young people try something new to help them to consolidate learning to date.
Learning about right and wrong and understanding that following and breaking the rules and law have consequences.	I can understand rules and the law and why these are necessary. I also know that there are positive and negative consequences to rules and the law and how to follow these.	We discuss rules and the law, and positive and negative consequences with our child and help them to understand reasons for these.	We create an environment where young people learn about right and wrong and personal responsibility, including the law.
Understanding social norms and behaviours in varying situations and settings.	I can behave in a mature and responsible way, communicating appropriately.	We help our child to understand expected behaviours as they move from adolescence into adulthood.	We support young people in understanding adult behaviours and in developing their communication skills.
Demonstrating commitment, self-motivation and self-discipline and understanding the need to compromise.	I am motivated and have self-discipline.	We encourage our child to show self-discipline and be motivated in activities they take part in.	We create opportunities for young people to develop their self-discipline and self-motivation skills.
Learning how to navigate through relationships when there is a stronger character in the group. Understanding the importance and skills needed for teamwork. Understanding group dynamics.	I understand group dynamics and how to work well as a team, I am adaptable.	We encourage our child to take their part in team activities and work with others appropriately.	We provide opportunities for team working and helping young people to understand group dynamics.
Working successfully with other people, including those of other ages to create or do something new.	I work with others, including those of other ages, to innovate.	We encourage our child to understand the importance of working with others to create or do something new.	We provide opportunities for young people to work with others of the same age and those of different ages to work towards a common goal.



Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Developing an understanding of what to do when things are difficult.	I can try to manage difficult situations and know how to ask for help.	We support our child in understanding how to deal with and manage difficult situations with increasing independence.	We create a space where young people are supported to manage difficult situations with increasing independence.
I am able to continue to work hard to develop my employability, independence and resilience skills in order to be able to move on from any knock-backs. I have developed the skills to continue to learn throughout life.	We support our child in working to develop their employability skills and resilience. (Punctuality, manners, communication skills etc). We support them in developing links with the voluntary sector.	We provide opportunities for young people to develop their employability skills and resilience.	Continue to develop employability skills, independence and resilience and put them into practice whenever possible.
Celebrating and participating in the celebration of achievements.	I recognise and celebrate my achievements and those of others.	We celebrate the achievements of our child and encourage them to feel proud of themselves and celebrate the achievements of others.	We provide opportunity to celebrate the achievements of young people and support them in celebrating their successes.

KEY THEMES	<p>Developing new skills Keep and including cementing the skills developed to date</p> <p>Demonstrating behaviour that shows good morals Transitioning from adolescent to adulthood</p> <p>Transition to a range of pathways including further education, employment or training</p> <p>Participation in local and wider communities</p> <p>Developing identity: starting to define their role in their communities</p>
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Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
To be flexible in thinking and responding.	I can think flexibly and respond appropriately to situations that arise. I can think things through before taking action.	We encourage our child to think creatively and to adapt their thinking to varying situations and scenarios and model this behaviour.	We support young people to think in a way that adapts to changing situations and scenarios and model this thinking.
Safe & responsible use of social media, ensuring time is taken to unwind and relax.	I use social media responsibly and know how to use digital tools positively. I know how to spot the signs of inappropriate content/messaging and how to unwind and relax following using social media.	We encourage our child to use social media appropriately and help them to understand future implications of social media use. We support our child in developing strategies to unwind and deescalate following using social media.	We provide an environment where the safe and responsible use of social media is promoted and we help young people to understand the importance of responsibility.
Understanding that everybody has rights and responsibilities which should be respected.	I know that everyone, including me, has rights and responsibilities and I respect these.	We help our child to understand that everyone has rights and responsibilities and how important it is to respect these.	We provide opportunities for young people to learn about their rights and responsibilities and to learn how to respect these.
Feeling comfortable and confident with who they are in any situation. Everybody's unique, acceptance without exception.	I am learning to value myself and feel comfortable and confident being me. I recognise that everyone is unique.	We value and support our child to value and protect their unique nature and characteristics.	We help foster an atmosphere where individuality is valued and young people are able to express themselves freely.
Taking notice of immediate surroundings.	I am able to stop and appreciate the things that are around me.	We support our child to notice how they are feeling and to appreciate what is going on in their immediate surroundings.	We show young people how to practice breathing techniques to relax.



TAKE NOTICE

Take time for yourself, notice things around you and savour the moment

16-18 Year Olds

Core Skills & Behaviours	Children	Parents and Other Trusted Adults	Support Services
Being aware of thoughts and feelings and letting them go, not getting lost in them.	I can slow down my breathing and relax.	We encourage our child to take to time to wind down and relax	We encourage young people to stop and take time to notice what's happening around them.
Making time to go outdoors and connect with nature and the natural world.	I am aware that spending time in nature is helpful for my wellbeing.	We try to spend time with our child outside appreciating nature.	We support and promote access to nature and the natural world for young people.
Understanding the importance of relaxation and how to unwind and keep calm.	I know what helps me to relax and feel calm.	We support our child in understanding techniques to relax and unwind.	We provide support for parents and other trusted adults to promote relaxation for young people.

KEY THEMES

Empathy Understanding morals Transition from adolescence to adulthood Peer pressure Social Media
 Taking time to reflect Take time for yourself Take time for relaxation Being aware of and in touch with the world around them Taking time for relaxation Taking time for self



TAKE NOTICE

Take time for yourself, notice things around you and savour the moment

16-18 Year Olds