

# RESPECT Progression Framework

Year	Resilience	Empathy	Self-awareness	Positivity	Excellence	Communication	Teamwork
<b>YR</b>	I can manage my feelings when something doesn't go to plan and have another go.	I show comfort and care to those around me.	I know what I can do well.	I have confidence to try new things.	I try my best.	I listen when others talk, I can take turns to speak and listen.	I can work or play with another child.
<b>Y1</b>	I can have another go at something; changing strategy, finding resources, asking for help.	I show care to those around me, beginning to understand how they might be feeling, even if it is different to how I would feel.	I can identify things that I can do and things that I find tricky.	I know that it is ok to have a go at something new, even if I get it wrong.	I consistently try my best.	I listen and respond appropriately, verbally and non-verbally.	I can work cooperatively with others to achieve a common goal.
<b>Y2</b>	I can have another go at something and make improvements.	I can give support to others that are upset and can appreciate what will upset others.	I know things that I am good at and not so good at, and know that I can improve with practise.	I keep trying when I don't want to do it or when things get difficult.	I achieve my best, especially when I am motivated.	I can listen to others, speaking clearly to show opinions and thoughts.	I can work and compromise with others on activities.
<b>Y3</b>	I can manage my feelings and emotions when things go wrong, discussing how I felt. I can also edit my work.	I can see other's emotions and respond to this. I can see empathy in other people.	I am aware of my emotions, strengths and weaknesses and can begin to plan for these.	I can see how being positive helps me to give it a go, linking this with resilience	I achieve my best and recognise excellence in others.	I have a growing awareness of a wider range of communication methods; spoken, written, behavioural, tone etc.	I can begin to think about how different roles in a team work together effectively.
<b>Y4</b>	I can persevere with a task when things get difficult, even if I want to give up. I can edit my work without becoming upset.	I can show that I am there for others, thinking about a situation from their viewpoint, beginning to understand different people's needs.	I understand how I am feeling, and how this impacts on my own mindset.	I approach my learning with a can-do attitude.	I achieve my best across a wide range of areas (social, academic, sporting etc.)	I demonstrate active listening and proactive communication – I contribute well and build on others' thoughts.	I can effectively work together, celebrating each other's achievement and thinking about what is best for the team.
<b>Y5</b>	I can keep trying, even if something is difficult, or goes wrong with a task. I can transfer this skill across different situations – work, sport, play etc.	I am aware of someone else's needs and experiences and understand why this makes them react and feel the way that they do.	I am aware of the impact of my own actions and words on others. I have an awareness of my own feelings and reasons for them.	I have a growth mindset approach to my learning, and encourage this in others.	I aim high, and strive to continually improve. I encourage others to aspire towards excellence.	I can use respectful language and body language, and interact appropriately in formal and informal settings.	I can work cooperatively with others and identify the different strengths of those around me in a team.
<b>Y6</b>	I can persevere and have stickability and determination. I am able to fail and see how this can lead to growth.	I can identify, discuss and accept my own, and others' feelings, including developing positive mental health in myself and others.	I have an awareness of my strengths, weaknesses and emotions and how to communicate these to others appropriately.	I demonstrate a growth mindset through my action, words, expression and achievements, and celebrate the best in others.	I aim to succeed in all achievements both individually and collectively – as a team, class, school, community etc.	I use appropriate verbal and non-verbal communication across a wide range of interactions (formal, informal, online, with peers, staff, guests etc.).	I can work cooperatively with others and take on different roles within a team; I am proactive in different roles and settings – CHIPS, Sports mentors, class work, competitions, extra-curricular activities etc.