

A part of village life

Behaviour Curriculum



Introduction

This document is the basis for planning and delivery within each year group for the school behaviour curriculum. The key principle of this document is the belief and understanding that in order for children to meet behaviour expectations and show these with integrity, behaviour must be taught explicitly. This means that children should be taught how to behave and follow school expectations. Whilst the behaviour policy outlines how behaviour is managed, this document outlines how behaviour is taught. This enables the establishment of a school culture where all pupils and staff flourish.

It outlines the knowledge that should be taught:

- School rules and expectations
- Routines and expectations
- Development of learning pedagogy, the behaviours for learning

This behaviour curriculum has been created to incorporate the DFE (2019) Guidance for Character Education (2019) identifies four important aspects for character development: Motivation, Moral attributes, Social confidence and Long term commitment and states that these are underpinned by specific character traits: Self efficacy, Intrinsic motivation, Self control and Coping skills. Using learning pedagogy influenced by Guy Claxton and Shirley Clarke's Learning Powers. This curriculum aims to support the development of skills and traits.

Teachers should ensure that core knowledge is taught progressively so that all pupils know what valued behaviour looks like. Some pupils may need additional support to reach the expected standard of behaviour. As stated within the behaviour policy, these children should be identified and offered additional intervention and support. Some children will have an individualised behaviour plan which outlines their personal behaviours and strategies that should be applied to support them. Targets should be developed and build progressively from their starting points. Therefore, individual targets should be developed using this curriculum.

The behaviour curriculum defines the expected and valued behaviours in school, rather than a list of prohibited behaviours. The curriculum shows what successful behaviour looks like. The behaviour curriculum includes the development of learning pedagogy. As identified in the EEF guidance report, teaching learning behaviours reduces the need to manage misbehaviour. Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. Teachers will recognise that detrimental behaviours are displayed for two reasons, dysregulation or personal values. Having a strong value and morals led ethos within the school aims to address the choice element of behaviour so that children choose behaviours which are conducive to a positive learning environment. These values and morals build resilience and empathy which will lead to employability skills therefore preparing for the next phase of their education and beyond.

Intent

1. Creation of school culture where staff and children flourish safely and with dignity
2. All children are aware of what valued behaviour looks like and the expectations in school
3. Pupils are supported to be self-reflective of their own behaviours and have strategies to recognise and regulate emotions and behaviours
4. All staff are confident to teach the valued behaviours to children and respond to detrimental behaviours in a manner that provides learning opportunities whilst maintaining a calm, safe learning environment.

Associated documents

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/behaviour-in-schools)

Improving behaviour in schools- EEF

DFE Character Education

Behaviour policy

PSHE curriculum

School Values/PSHE/Behaviour Overview

Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence. We support and encourage children to develop as individuals, find their passions and interests and to be prepared for the modern world, both within school and beyond.

Our Ethos:

At Alderman Payne, we are committed to creating an inspiring, nurturing and inclusive environment where every member of our community is valued and is supported and empowered to achieve their full potential. Through a culture of respect, perseverance, resilience and responsibility, we encourage children to be inquisitive and creative to build a lifelong love of learning. Our ethos is built on moral values, strong relationships, mutual trust and high expectations to ensure that everyone has the support they need to thrive academically, personally, socially and emotionally.

School Values

At Alderman Payne, our school values are integral to the development of our culture and our behaviour curriculum. Our school values are part of our everyday life and are explicitly taught and revisited every year. We consider the values in relation to ourselves and to a range of inspirational people from past to present so that children can relate to them and consider how the values underpin decision making and attitudes.

We have six central values with secondary focuses.

Core Value	Secondary Focus (Cycle A)	Secondary Focus (Cycle B)
Community	Kindness and friendship	Teamwork and co-operation
Responsibility	Personal and environmental	Social change and social justice
Diversity	Equity and Inclusion	Compassion and empathy
Integrity	Honesty and trust	Wisdom and resilience
Courage	Decisions and challenge	Risk and forgiveness
Aspiration	Inspiration and passion	Perseverance and determination

Implementation

We implement our intended behaviour curriculum through several deliberate and strategically planned approaches:

- Assemblies and in class worship promoting our whole school focus value
- Focused and purposeful practice of class based and school-based routines
- Personal development opportunities
- Opportunities for the development of learning behaviours and learning powers in all lessons
- Celebration of valued behaviours and consequences/restorative approaches for detrimental behaviours
- Consistency in application of expectations and policy
- A school culture underpinned by strong relationships
- Play and cooperative activities which allow for the acquisition, development and application of skills

Valued behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. We have clear expectations for behaviours for learning as well as standards and routines so that we have a shared and consistent language of expectations across school. Routines and expectations are taught explicitly across the Autumn term alongside and within the traditional National Curriculum subjects. This enables routines and expectations to be revisited and to become automatic.

Children should learn the content of the curriculum so that they can recall the information and act upon it. Adults must actively teach, promote and remind children of the valued behaviours and act as role models at all times. Adults will also overtly model positive interactions with other adults in school. It is the role and responsibility of adults to create and maintain positive relationships with all children. Through strong relationships and mutual respect, children will learn to value the behaviours that are expected within school.

At the start of each academic year, the school routines and expectations are revisited with pupils and are then reinforced throughout the year. All staff in school are expected to demonstrate the behaviours themselves as positive role models and will promote and teach the valued behaviours consistently. All adults will maximise opportunities to ensure that practice these throughout the year. When appropriate, restorative and reflective discussions will provide feedback and support to help children learn how they could have approached a situation in a more effective manner.

Process for teaching expectations

It is important that all school staff know this curriculum and are able to maximise opportunities (both planned and naturally occurring) to teach children about behaviour and provide opportunities for pupils to practise and apply their learning. Behaviour must be **taught** (explicit teaching, instruction and modelling), **caught** (noticed and praised), **sought** (reflected through high expectations).

Children will make mistakes as they learn. Feedback and support must be tailored to support the children through their learning journey. By doing so, staff use secure relationships to promote a culture where pupils feel safe, able to develop, able to learn (and make mistakes) and teachers are empowered to support pupils and to teach.

It is expected that all adults within the school will positively contribute to the behaviour around school and during outings and will:

- **Identify** valued behaviours
- Explicitly **teach** behaviour
- **Model** the behaviour
- **Practise** the behaviour
- **Notice** excellent behaviour
- **Create** conditions for excellent behaviour

Understanding that pupils may have individual barriers to their learning and that pupils will make mistakes, is not a reason to miss an opportunity for reflection and restorative discussions. In order for children to develop and learn, they will need feedback. This should be handled calmly and respectfully and in line with the behaviour policy. Adults should try to adopt the principle **Praise in public, remind in private**.

School Behaviour Rules

Ready	Respectful	Safe
We arrive at school on time, every time. We get to lessons on time. We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. We are responsible for our own belongings. We take part fully in lessons and try our best to exceed.	We always listen when an adult is talking. We always listen to pupils in our class giving ideas and feedback. We develop skills to agree, disagree or build on the ideas of others without disregarding their opinions or beliefs We are polite and show good manners to everyone. We say please and thank you and greet others kindly. We respect difference, know we are all equal and understand equity. We look after our equipment and share it. We look after our environment, indoors and out helping to keep it clean and tidy. We respect the law and the rules of school and society We support each other, show encouragement and are kind.	We follow instructions - first time, every time. We do not tolerate bullying of any kind. We walk sensibly around our school. We line up sensibly. We stay safe online and outside school. We use equipment safely. We know who to go to for help and support. We play carefully and know our limitations and accept the limitations of others. We understand boundaries so that we do not hurt others physically or emotionally. We understand expectations and can be trusted to do the right thing, even without being asked or supervised. We keep our environment, indoors and outdoors, clean, tidy and hygienic.

Inclusion

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on the individual needs of pupils. We recognise that there are a range of challenges that may create a barrier to how children learn and apply the behaviour knowledge and skills outlined within this curriculum including special educational needs, adverse childhood experiences and cultural

Through quality first teaching, our first aim is to use adaptive teaching to ensure that the behaviour curriculum is accessible. Further bespoke learning opportunities may be provided for children to develop particular skills that have been identified as an individual target. Specific interventions in school can be utilised to support pupils with specific challenges. Partnership with parents will help to ensure that all pupils make progress.

Cambridgeshire Therapeutic Thinking – This approach adopts a therapeutic approach to behaviour. Toolkits and resources are available for early prognosis, analysis and planning

ELSA - The ELSA approach is a 6 session, school based intervention by trained staff to support the emotional and social development of children and young people.

Drawing and Talking Therapy – A support intervention which allows individuals to discover and communicate emotions through a non-directed technique

Specialist Teacher Involvement- where behaviours relate to special educational needs, Alderman Payne works closely with the Local Authority Specialist Teaching Team to identify and meet needs that underpin behaviours seen in school, particularly those resulting from dysregulation.

Trauma informed - staff are trained to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning

PACE Approach to behaviour – Responding to behaviour following the principles of being playful, accepting, curious, empathetic.

Zones of regulation – A whole school approach to recognising emotions and developing class or individual strategies to co-regulate and self-regulate.

Specific skill-based interventions – focused on the identified skills that need supporting or developing, staff may provide specific activities for children within the classroom or another area of school. Alternative holistic education and wellbeing initiatives may also be used to engage with children positively and embed behaviours and co-regulation/ self-regulation strategies.

Where more specific and expert involvement is required, we will work with families on an individual basis.

Learning Pedagogy – The behaviours for learning

The purpose of focusing on learning behaviours is to support pupils in becoming successful independent learners. One of the key drivers within our school curriculum is that children develop behaviours and skills for learning. Influenced by Shirley Clarke and Guy Claxton's Learning Powers. We aim to promote concentration, perseverance, resourcefulness, co-operation, curiosity, involvement, creativity, reflection for constant improvement and enjoyment. The learning behaviours for Alderman Payne draw on these influences alongside the school values and educational principles of our curriculum. Learning behaviours will be taught throughout the year with opportunities for children to acquire, develop and refine their skills as they progress through school.

Opportunities to develop these skills are incorporated across the curriculums so that children are able to make greater learning gains. In order to achieve the highest possible outcomes for all learners, pupils must understand that learning is a process not just an outcome on a test. This ethos is shared and promoted across the school community. This understanding allows the community to use a language that empowers learning.

Behaviours for Learning

Resilience	Concentration Perseverance Involvement Enjoyment	· Being able to bounce back quickly without causing stress. · Never getting distracted and persevering with their learning, showing good 'stickability'. · Engage actively with issues that affect them and those around them. · Play a full part in the life of the school · Never giving up and striving to achieve · Respond positively to change
Relationships and respect	Communication Negotiation Cooperation Resolution	· Being able to work confidently with others · Being able to effectively communicate their ideas and understanding · Discuss issues of concern, seeking resolution · Present a persuasive case for action and propose practical ways forward · Try to influence others, negotiating and balancing diverse views · Work confidently with others, adapting to different contexts and taking responsibility for their own role · Listen and take account of others' views · Form collaborative relationships, resolving issues and reaching agreed outcomes · Adapt behaviours to suit different roles and situations · Show fairness and consideration towards others
Reflection and responsibility	Reflection for constant improvement Curiosity Creativity Accountability	· Self-awareness having a clear perception of your personality. · Children understand their own strengths and weaknesses · Children take responsibility for their own learning · Plan what to do and how to go about it · Evaluate their strengths and limitations as learners · Review their work and act on outcomes · Set themselves realistic goals and criteria for success · Monitor their own performance and progress · Invite feedback and deal positively with praise, setbacks & criticism. · Make changes to improve their learning
Resourcefulness	Resourcefulness Problem solving Independence	· To be inquisitive, ask questions, develop hypothesis and be proactive in finding solutions · The ability to make decisions and solve problems. · Independence of thought and actions · Willing and able to learn from their experiences and understand where they have gone right and wrong and what to do next. · Gather, process and evaluate information in their investigations · Draw conclusions and evaluate outcomes · Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes · Use range of techniques to collect and organise information

What we teach and when

We teach skills in a logical sequence to build on skills. Once taught and acquired, children will be supported to maintain these behaviours as they move through school

	Class 1	Class 2	Class 3	Class 4
School Rules Ready, Respectful, Safe	The school rules and what they mean in the context of the classroom. What ready, respectful and safe looks like in different contexts and parts of the school.	How to demonstrate our own following of the school rules and how to support others. Understand how school rules contribute to a positive learning environment for everyone.	Developing understanding of reasoning behind school expectations and how these build good citizenship skills. Understand own responsibility for upholding expectations.	Deep understanding of how to be ready, respectful and safe in different contexts within school and beyond including online. Acknowledge the relationship between school rules and expectations and those expected within wider society (and the law). Understand how the law applies to children, young people and adults
School Values	Meaning of values within school and home	Examples of values in real contexts considering self and others	How values shape a person, their decisions and their actions	How values and morals impact on a person, their life, the life of others around them and the wider world
General School Expectations	To sit on the carpet and pay attention To say please and thank you to show manners To ask for help nicely To communicate politely To sit quietly in assembly To line up sensibly To move around school calmly To play with other children cooperatively To look after the environment and resources To keep hands, feet and objects to themselves To use kind and safe hands	To talk respectfully To resolve conflict To accept the views and differences of others To share ideas and listen to the ideas of others, in learning and in play To help others To win and lose with respect To look after own belongings To show courtesy to others (holding doors open etc)	To support others To resolve conflict and move on To put others first Roles and responsibilities in a team To respond appropriately to others To disagree respectfully To take responsibility for actions and behaviour To be responsible for own belongings	To be a role model to others To be responsible and take on responsibilities Be able to make long term commitments which may involve elements of sacrifice To be a voice of reason and support To be proactive in keeping the school tidy and clean

	Class 1	Class 2	Class 3	Class 4
Self-regulation and managing self	Self-help and care skills Share, take turns Select and use resources, Follow simple instructions Listen without interrupting Say how I feel Care for other living things Zones of Regulation	Strategies to be calm Recognise and control feelings Listen to and follow instructions Tell and adult if I am upset or worried Know how to ask for help Zones of Regulation	Explain how I feel and how others feel Use a range of strategies to manage emotions Understand behaviours that are suitable for different contexts and situations Be willing to take on responsibilities within school Set and review own targets Organise time and resources Work in a group by taking on a specific role Zones of Regulation	Assess risks to make decisions Cope with demand and pressure Consider different options and strategies to solve problems Appreciate that feelings can change over time and in different contexts Advocate for self and others Use feedback to reflect and improve Adapt communication and behaviours according to the context/situation Work with a range of people including those not in a friendship group and those who I might disagree with Discuss issues affecting self and others with sensitivity and respect Zones of Regulation
Emotional literacy Naming emotions, self-regulation, empathy, conflict resolution	Recognising and naming feelings happy, sad, mad, scared, tired, okay, excited, angry	Basic feelings recognition and expression happy, sad, angry, scared, tired, excited, worried, calm, content, kind, friendly, frustrated, nervous, proud, embarrassed, jealous, shy, confused, brave, caring, lonely	Expanding emotional awareness of self and others including various situations Emotional triggers and regulation including recognising intensity levels disappointed, hopeful, grateful, anxious, relieved, guilty, curious, respected, thoughtful, overwhelmed, irritated, conflicted, encouraged, resentful, appreciated, discouraged, envious, motivated, impatient, ashamed	Complex emotional insight, emotional reflection and management. Linking thoughts and feelings to behaviour. Understanding that feelings may not always be logical. Understand how hormones affect emotions and behaviour. empowered, reflective, compassionate, regretful, resilient, misunderstood, mindful, optimistic, reassured, hopeful, insecure, empathetic, humiliated, resigned, determined, defensive, inspired, vulnerable, isolated, disheartened

Alderman Payne Primary School

Behaviour and Expectations Around School

Routines and expectations are established across the Autumn term and revisited termly

Integrity: Behaving well because it is the right thing to do

Lunch hall

- We wash hands before eating
- We sit sensibly at a table while eating
- We use a knife, fork and spoon to eat and can ask for help if we need it
- We eat with our mouths closed
- We use manners and say please and thank you
- We put our hand up for an adult's attention
- We use a quiet voice and talk to the children opposite or next to us in the hall
- We ask to start our dessert with the words 'please may I eat my dessert/pudding/name of item.'
- We ask to leave the table
- We tuck chairs under the table
- We put our own things away
- We walk in the dining hall
- We tell an adult if we spill something or make a mess

Assembly

- We walk to the hall silently, single file, arms by the side and using walking feet, we sit sensibly and quietly.
- To leave we stand quietly, face the direction we are walking and leave in silence
- Sit on bottom with legs crossed and giving those each side enough space
- We face the assembly leader, facing forwards with eyes on the speaker.
- Know that we use silent hands-up to contribute
- Know that we use manners when speaking
- Know that we participate actively – singing etc.
- Build on, agree and disagree with others politely and with respect

Classroom

- We tidy up after using an area/resource, keeping our classroom tidy and safe
- Using walking feet around the classroom
- Silent stop signal – a hand up means stop, and give your attention to the person giving the signal. We do not talk or move with our hand in the air
- Tucking chairs in when not at the table
- My turn, your turn and talk to your partner hand gestures
- No hands up (for answering questions), teachers will invite children to speak
- Super lining, face the front, stand still, stand silent
- We sit quietly on the carpet and stay in our seats when working at tables
- Ask to leave the classroom or to get out of our chairs
- Show respect to those who are talking and sharing their ideas
- Always do our best and ask for help when needed
- We show respect for the ideas and views of others, even when we disagree. We use scripts to agree and disagree and build on the contributions of others,

Trips and Visits

- We know that our trip is an extension of our school with high expectations and understand that we are representing our school
- We have respect for the people and the venue that we are visiting
- We clean up after ourselves and keep places tidy
- We follow the specific rules that we are given by the venue, they are there to keep everyone happy and safe
- We know our nominated adult and stay with our group
- We are responsible for our own things and help each other
- We follow safety rules during travel and behave respectfully
- We say thank you to those who help us

Swimming

- We have the correct swimming kit for our lessons
- We walk safely around the pool area
- Only get in to the water when an adult tells you
- No diving
- We understand the safety signs and follow safety rules
- We watch the teacher and follow instructions
- We let an adult know if we feel unwell or need the toilet
- We respect others when getting changed
- We put our belongings in a neat pile
- We make sure that we collect all of our things and that the changing room is empty before we leave

Moving around school

- We walking nicely around school – walking single file, calm and quiet
- We line up sensibly, face the front, stand still, stand silent
- We show respect by holding doors open and letting others through
- We are respectful of others who are working, in classrooms or offices
- We look after all areas of school including cloakrooms, corridors, toilets and outdoor areas. Keep areas tidy, hygienic and safe. We tell an adult if there is a problem

Break and lunch time outside

- We use bins and keep our outdoor area litter free
- We play cooperatively with others and invite people to play if they are on their own
- We act as a buddy to those who need help/support
- We take turns with the equipment
- We know the areas to play with particular equipment
- We care for our equipment so that it does not get broken or lost. We try to keep balls in the playground showing respect for neighbours and parked cars
- We care for our environment, keep it tidy and safe
- We resolve disagreements calmly and fairly, seeking support if necessary
- We only use indoor areas with the permission of an adult
- We respect the games and play of others
- We put all equipment away and take our belongings inside with us leaving the area clean and tidy
- When the first whistle goes, we stop and stand still (or get off of the equipment), when the next whistle goes, we collect any equipment to put away and line up.
- We line up facing the front, standing still and standing silent

Consistent routines

Use hand up to gather attention. If one adult puts their hand up, all children and adults in the room respond. We do not talk or move with our hand in the air.

1 – 2 – 3 To move around the classroom

Remind children politely to tuck chairs in.

Expectations for lining and moving around school

Join children during routine parts of the day to model behaviour and support children. This should include times such as carpet time and assembly.

Recognition

Praise the specific valued behaviour stating the impact it had on others

Acknowledgement

Thanks

Share with another adult directly or through the child ('tell your teacher that I said well done')

Share with parent

Use a positive example

Be aware that some children find praise and public recognition challenging. A quiet word, a smile or nod can be equally as powerful!

Alderman Payne Primary School

Behaviour Curriculum - Expectations of Adults

Teaching principles

It is expected that all adults within the school will positively contribute to the behaviour around school and during outings and will:

- **Identify** valued behaviours
- Explicitly **teach** behaviour
- **Model** the behaviour
- **Practise** the behaviour
- **Notice** excellent behaviour
- **Create** conditions for excellent behaviour

Praise in public, remind in private

Behaviour must be

Taught (explicit teaching, instruction and modelling)

Caught (noticed and praised)

Sought (reflected through high expectations)

Visible Consistencies – role modelling

Daily meet, greet and smile

Hold doors open for others

Using good manners, please and thank you

Calm and respectful voices

Daily reinforcement of values

Use vocabulary of school rules – ready, respectful, safe

Safe and respectful moving around school

Helping others in need

Micro-scripts for adults

I've noticed that you are ...
(describe the behaviour/body language)

I imagine that you are feeling ...

I wonder if ... (regulation strategy) would help you.

Do you remember the ...
(valued behaviour) I saw ...?

That's the behaviour I'd like to see now.

Restorative Discussions

These occur after an event, when children are emotionally ready to reflect.

What happened?

What were you feeling at the time?

How did this make others feel?

Who has been affected?

What should we do to put this right? How can we do things differently next time?

Consequences in line with behaviour policy

Step 1: Verbal reminder

Step 2: Second reminder

Step 3: Final warning

Step 4: Consequence

Consequences can be:

Educational - enable the child to learn from the situation

Protective - ensure physical and emotional safety of child and/or others

Steps 1 – 3 may depend on the behaviour.

Significant incidents: Reported on My Concern and/or child taken to a member of SLT.

The Behaviour Curriculum will be taught alongside the school values and PSHE Curriculum

Cycle A

	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
School Value	Community – Kindness and Friendship	Responsibility – Personal and environmental	Diversity – Equity and Inclusion	Integrity – honesty and trust	Courage – Decisions and challenges	Aspiration – inspiration and passion
PSHE/RSE Unit	Beginning and belonging Family and Friends	Personal safety Digital lifestyles	Diversity and Communities RSE	Rules, rights and responsibilities	Drug education	Managing Change
British Values	Democracy Mutual Respect Tolerance	The Rule of Law Individual liberty	Mutual respect Tolerance	The Rule of Law Individual liberty	Mutual respect	Individual liberty
Behaviour Curriculum	Revisit school rules Ready, respectful, safe School expectations Context expectations Emotion vocabulary, situations, managing and responding	Resilience skills Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Relationships Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Relationships Resourceful Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Relationships Resourceful Reflective Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Relationships Resourceful Reflective Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding

Cycle B

	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
School Value	Community – Teamwork and co-operation	Responsibility – Social change and justice	Diversity – Compassion and Empathy	Integrity – Wisdom and Resilience	Courage – Risks and forgiveness	Aspiration – Perseverance and determination
PSHE/RSE Unit	Working together My emotions	Antibullying	Healthy Lifestyles RSE	Financial capability	Managing safety and risk	Managing change
British Values	Democracy Mutual Respect Tolerance	The Rule of Law Individual liberty	Mutual respect Tolerance	The Rule of Law Individual liberty	Mutual respect	Individual liberty
Behaviour Curriculum	Revisit school rules Ready, respectful, safe School expectations Context expectations Emotion vocabulary, situations, managing and responding	Resilience skills Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Relationships Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Relationships Resourceful Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Relationships Resourceful Reflective Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Relationships Resourceful Reflective Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding