

Pillar 1 - Emotional Wellbeing

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Reception

- I can identify and name my basic feelings (e.g., happy, sad, or cross).
- I can settle into my environment and am willing to try new activities with adult support.
- I can persist with a simple task even when I find it a little bit difficult.
- I understand that I can ask an adult for help when I feel overwhelmed.

1

Year 1

- I can talk about how my feelings might change throughout the school day.
- I can stay focused on my learning task for short periods despite minor distractions.
- I can reflect on my choices and explain why a choice was "right" or "wrong".
- I understand that my effort is more important than always being the first to finish.

2

Year 2

- I can use simple strategies to calm myself down when I feel upset or frustrated.
- I can describe what it means to be "Ready" and "Respectful" in my own words.
- I can try a different way to solve a problem if my first attempt doesn't work.
- I understand that being honest about a mistake is part of being a good learner.

3

Year 3

- I can explain how a "positive mindset" helps me tackle more challenging work.
- I can work independently for a set amount of time without needing constant adult reassurance.
- I can identify what distracts me and take steps to move away or refocus.
- I understand the importance of being "Safe" both in my physical actions and my mindset.

4

Year 4

- I can take responsibility for my belongings and my own learning space.
- I can show resilience and "grit" when faced with a new or unfamiliar challenge, such as the Camp Out.
- I can reflect on my "Learning Friend" signatures to identify my own character strengths.
- I understand that my behavior is a choice that I am responsible for.

5

Year 5

- I can recognize my own "stress signals" and know when I need to take a break or seek support.
- I can set myself a personal goal for improvement and work toward it over time.
- I can demonstrate self-reliance and independence in unfamiliar environments, such as a residential trip.
- I understand that my character is defined by the choices I make when no one is watching.

6

Year 6

- I can demonstrate high levels of self-regulation and composure, even in high-pressure situations.
- I can act as a consistent role model for "The Tithe Farm Way" for younger children.
- I can critically reflect on my transition to secondary school and identify the tools I need to succeed.
- I understand that my "moral compass" and integrity are the foundation for my future success.