

## St Anselm's Whole School Rainbow Curriculum Progression Map

|                                                                       | Year R                                                                        | Year 1                                                                                                                                | Year 2                                                                                                                                                                                          | Year 3                                                                                                                                          | Year 4                                                                                                                                                                                                               | Year 5                                                                                                                                                        | Year 6                                                                                                                                                                                                                                                                                      |
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| <b><u>Kindness and Compassion</u></b>                                 | Be introduced to kindness and think about ways to be kind.                    | Explain what being kind means and understand how it makes us and others feel.                                                         | Describe different ways to be kind. Give reasons why it is important to be kind.                                                                                                                | Explore 'choosing kindness' and discuss what kindness means to different people.                                                                | Explain what compassion is and why it is important to be compassionate.                                                                                                                                              | Identify a random act of kindness that would positively impact a given scenario. Talk about how and why being kind to others has a positive impact on people. | Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.                                                                                                                                                 |
|                                                                       | Understand what is meant by kindness and explore the motivation behind it.    |                                                                                                                                       |                                                                                                                                                                                                 |                                                                                                                                                 |                                                                                                                                                                                                                      |                                                                                                                                                               |                                                                                                                                                                                                                                                                                             |
|                                                                       | Explore the difference between giving and receiving kindness.                 |                                                                                                                                       |                                                                                                                                                                                                 |                                                                                                                                                 |                                                                                                                                                                                                                      |                                                                                                                                                               |                                                                                                                                                                                                                                                                                             |
|                                                                       | Explore the meaning of harm and understand that it can be physical or mental. |                                                                                                                                       |                                                                                                                                                                                                 |                                                                                                                                                 |                                                                                                                                                                                                                      |                                                                                                                                                               |                                                                                                                                                                                                                                                                                             |
|                                                                       | Explore how we can live without harming the groups we belong to.              |                                                                                                                                       |                                                                                                                                                                                                 |                                                                                                                                                 |                                                                                                                                                                                                                      |                                                                                                                                                               |                                                                                                                                                                                                                                                                                             |
|                                                                       | Explore what is meant by respect and how we show it.                          |                                                                                                                                       |                                                                                                                                                                                                 |                                                                                                                                                 |                                                                                                                                                                                                                      |                                                                                                                                                               |                                                                                                                                                                                                                                                                                             |
| Explore how we earn respect from different groups which we belong to. |                                                                               |                                                                                                                                       |                                                                                                                                                                                                 |                                                                                                                                                 |                                                                                                                                                                                                                      |                                                                                                                                                               |                                                                                                                                                                                                                                                                                             |
| <b><u>Self-Appreciation</u></b>                                       | Develop ways of expressing what we like about ourselves.                      | Identify things we are good at. Tell others what we think is special about us and understand that this can make us feel happy.        | Talk about our star qualities and think about how we could develop certain qualities.                                                                                                           | Explore our own positive qualities about ourselves. Explore strategies to keep ourselves positive.                                              | Understand the meaning of self-awareness and appreciation. Explore our strengths and weaknesses and consider how to make some positive changes.                                                                      | Understand the value of having our own thoughts, feelings, and opinions. Identify solutions to situations where being an individual may be more difficult.    | Recognise that many things affect the way we feel about ourselves and understand that there is no such thing as perfection.                                                                                                                                                                 |
| <b><u>Mutual Respect</u></b>                                          | Begin to understand that we are all different.                                | Identify and celebrate some of the ways people can be different from each other. Explain why we should treat all people with respect. | Understand that all people have the same rights. Consider if people's rights are being respected in different situations and think about how people may feel if their rights are not respected. | Discuss why knowing people and being different is important. Begin to explain what discrimination is and explore behaviour which is prejudiced. | Identify similarities and differences between lifestyles, situations, and experiences. Discuss possible reasons for the differences. Begin to think about our feelings about inequality in this and other countries. | Understand what diversity is and the importance of respecting and celebrating it. Identify ways of showing respect to all people.                             | Identify why people's rights are sometimes not met in the UK and in places across the world. Understand that human rights are universal, and it is not acceptable to take actions which are against people's rights. Identify things we can do to respect and protect the rights of others. |

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| <b><u>Communication</u></b>                                              | Begin to feel confident to speak in a familiar group and begin to listen to what others have to say.    | Share ideas within a group and demonstrate good listening skills.                                            | Develop the use of body language to share ideas and feelings positively.                           | Develop an understanding of choosing an appropriate communication strategy depending on audience.                                          | Work 1:1 or in groups, sharing ideas and supporting learning where appropriate.                                                             | Demonstrate increasing skills in a number of communication strategies.                                    | Accept that people have different opinions and know that we can politely disagree with others and offer our own opinion.                                             |
| <b><u>Collaboration</u></b>                                              | Begin to recognise what being positive looks like and talk about ways of being positive towards others. | Begin to understand that we can work together using methods other than just speaking.                        | Identify what makes a team special and explore how it feels to be part of a team.                  | Describe the skills that are needed for good teamwork. Explore ways that good teamwork can help us to achieve more.                        | Explore examples of how a team could be affected by one person's actions. Reflect upon our teamwork skills.                                 | Work as a team and readily share and discuss ideas with supporting adults and peers.                      | Know how to compromise to take on board the views of others. Collaborate to achieve a shared goal. Explain the importance of compromise and collaboration in a team. |
| <b><u>Initiative</u></b>                                                 | Initiate play, offering cues to peers to join in.                                                       | Volunteer to take part in a classroom activity.                                                              | Share ideas with others while being involved in the planning and development of an activity.       | Volunteer to support and participate in a planned activity.                                                                                | Share ideas with others to explain how an activity can be planned and developed.                                                            | Take increasing responsibility for individual learning,                                                   | Use knowledge of a familiar context to suggest activities to enhance an environment.                                                                                 |
| <b><u>Independence</u></b>                                               | Attempt to manage self-care independently.                                                              | Take control of ourselves by considering independent actions to take if we need help.                        | Begin to look at ways to independently take responsibility for our learning in the classroom.      | Name some things we do independently and discuss my responsibilities. Identify who is responsible for helping to keep me safe and healthy. | Learn to make independent decisions and consider the consequences of choices made. Understand what it means to make an 'informed decision'. | Explore what we mean by motivation and look at ways to self-motivate.                                     | Explore dreams and aspirations and learn to independently take control of setting personal goals.                                                                    |
| <b><u>Resilience and Adaptability</u></b><br><br><b>(Growth Mindset)</b> | Be introduced to the concept of growth mindset through the story 'The Magic of Yet.'                    | Learn about what a growth mindset is and begin to look at the difference between a growth and fixed mindset. | Think about mindset and attitudes and reflect upon how it determines how we respond to situations. | Understand what it means to have a growth mindset and look at how to begin to apply this new learning to our own lives.                    | Identify different mindset characteristics. Understand and experience the value of challenge.                                               | Apply growth mindset in everyday life and understand the impact a positive attitude can have on learning. | Identify a fixed mindset and know how to switch this attitude to a growth mindset. Know how to use knowledge of mindset to create positive life changes.             |

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| <b><u>Resilience and Adaptability</u></b><br><br><b>(Resilience)</b>        | Begin to understand why it is important to try at tasks.                                        | Begin to explore the terms perseverance and resilience.                                                                                                | Understand why it is important to keep trying when attempting tasks<br>Indicate what we struggle with and how this feels.                                                               | Begin to identify the challenges that need to be overcome to learn/ develop a new skill.                                               | Develop the length of time allocated to a challenge before giving up.                                                                                   | Display perseverance when approaching a new challenge.                                                                            | Learn about others who have successfully overcome challenges. Identify learning strategies that can help us to succeed.                                                                              |
|                                                                             | Ask for help with new learning.                                                                 | Continue with an activity or task even though it is challenging.                                                                                       | Understand what determination is and identify struggles and difficulties.<br>Come up with ways to help overcome difficulties and stay determined.                                       | Understand why we need to be resilient. Understand how we can build resilience. Identify strategies to cope when things get difficult. | Explore grit and determination and consider how to maintain hope and vision even under challenging circumstances.                                       | Apply previous experience to a situation and identify new challenges to be addressed to complete an activity or develop a skill.  | Consider our life journey and explain why it is important to have ups and downs in life to develop our character.                                                                                    |
| <b><u>Resilience and Adaptability</u></b><br><br><b>(Managing Feelings)</b> | Be introduced to the concept of feelings. Explore happy and sad feelings.                       | Talk about things we like that make us feel happy. Decide if something makes us feel happy or sad. Identify other good feelings.                       | Identify if a feeling is comfortable or uncomfortable. Describe what makes us feel unhappy or cross. Think about what we could do to help others if they were feeling unhappy or cross. | Explore how to manage different feelings. Discuss strategies to help us cope with our feelings.                                        | Look at different ways to cope with good and bad days regarding feelings and emotions. Begin to explore how to manage stress and differing moods.       | Identify helpful and unhelpful thoughts and name some strategies to deal with unhelpful thoughts. Generate positive affirmations. | Understand and prepare coping mechanisms and strategies for different situations. Establish effective ways to calm down when feeling overwhelmed.                                                    |
|                                                                             | Explore what it means to be calm. Identify ways to calm down.                                   | Explain that how we feel on the inside affects how we look on the outside. Think about what we can do when we are feeling things that don't feel good. | Describe a time of change in our life. Discuss how change and loss make us feel.                                                                                                        | Explore what we mean by emotions. Consider possible ways to manage these emotions.                                                     | Identify helpful and unhelpful thoughts. Understand the effect these thoughts have on the way we feel. Have strategies to cope with unhelpful thoughts. | Understand how our feelings can impact on our thoughts and actions. Suggest strategies to cope with uncomfortable emotions.       | Discuss and describe a range of thoughts, feelings and behaviours. Discuss the impact negative thoughts can have on ourselves and others. Know how to turn negative thoughts into positive thoughts. |
|                                                                             | Be introduced to self-control of our thoughts, feelings and behaviour through Chimp Management. |                                                                                                                                                        |                                                                                                                                                                                         |                                                                                                                                        | Understand impulsivity and self-control of our thoughts, feelings and behaviour through exploring Chimp Management.                                     |                                                                                                                                   |                                                                                                                                                                                                      |

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| <b><u>Organisation</u></b>    | Developing basic skills of organisation.                                    | Demonstrate specific skills of organisation.                                                                                  | Be a positive team member, contributing to the planning of an activity/team game.                                  | Break down an activity into simple order of organised steps to allow implementation of a planned event.                | Begin to demonstrate specific skills of personal organisation.                                 | Demonstrate an increasing use of personal organisational skills in relation to our own learning.                                                   | Understand the need for and be able to break down an activity into achievable steps in order to develop and implement a planned activity.               |
| <b><u>Self-Discipline</u></b> | Begin to develop ways of expressing what contributes towards being healthy. | Explore what is meant by healthy living and why it is important to live a healthy life.                                       | Identify what contributes towards being healthy. Explore what it means to have a healthy body and mind.            | Explore the links between a healthy body and healthy mind. Consider ways to keep body and mind healthy.                | Explain why it is important to have a healthy mind and develop ways to keep our minds healthy. | Explore self-management and why self-management is important to keep our minds healthy. Look at how we can manage ourselves and have self-control. | Understand the importance of focusing on our mental and physical health. Identify techniques which will help us focus.                                  |
| <b><u>Leadership</u></b>      | Help another to complete an activity, seeking help where necessary.         | Develop the ability as a leader to listen to ideas which might be different to our own and respond to the feelings of others. | Be able to lead a group of more peers to complete a task.                                                          | Be able to lead small teams within a chosen familiar context.                                                          | Be able to take on a coach/mentor role with another pupil.                                     | Be increasingly confident to lead a team consisting of familiar pupils.                                                                            | Be willing to offer opinions and listen to those of others in both the planning and implementation stages of a team activity.                           |
| <b><u>Confidence</u></b>      | Begin to show confidence to try new activities, even if they are difficult. | Be confident to ask for help from peers or adults where necessary.                                                            | Recognise that our own thoughts and feelings are important. Begin to share what we think and feel with confidence. | Identify the things about ourselves that we are proud of. Identify the difference between being proud and showing off. | Understand why we sometimes feel shy or nervous and know how to manage these feelings.         | Explore how we can believe in ourselves and reflect on ways to boost our self-confidence.                                                          | Explain what self-esteem is and where it comes from. Talk about how self-esteem can affect us. Think about how we can help others with low self-esteem. |