









Emotional Literacy Framework

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Competency	Self Awareness 	Self Management 	Social Awareness 	Relationship Skills 	Responsible Decision Making 	Anti Bullying/ Transition 
Definition	<p>The ability to accurately recognise one's own emotions, thoughts and values and how they influence behaviour. The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism.</p>	<p>The ability to successfully regulate one's emotions, thoughts and behaviours in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work towards personal and academic goals.</p>	<p>The ability to take the perspective of and empathise with others. The ability to understand social and ethical norms for behaviour and to recognise family, school and community resources and supports.</p>	<p>The ability to establish and maintain healthy relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.</p>	<p>The ability to make constructive choices about personal behaviour and social interactions. The realistic evaluation of consequences of various actions and a consideration of the wellbeing of oneself and others.</p>	<p>Learn about anti bullying.</p> <p>Transition support to new class/ secondary school.</p>
Associated Skills	<ul style="list-style-type: none"> Identifying emotions 	<ul style="list-style-type: none"> Impulse control Stress management 	<ul style="list-style-type: none"> Understanding emotions 	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Identifying problems 	n/a



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	<ul style="list-style-type: none"> Accurate self-perception Recognising strengths Self-confidence Self-efficacy 	<ul style="list-style-type: none"> Self-discipline Self-motivation Goal setting Organisational skills Growth Mindset 	<ul style="list-style-type: none"> Empathy/sympathy Appreciating diversity Respect for others 	<ul style="list-style-type: none"> Social engagement Relationship building Teamwork 	<ul style="list-style-type: none"> Analysing solutions Solving problems Evaluating Reflecting Ethical responsibility 	
Nursery	Can they effectively identify and label a range of emotions?	Can they demonstrate a commitment to their own personal growth? (e.g. use positive, 'can do' language)	Can they talk about how they and others show feelings? Can they talk about the impact that external factors have on their emotions?	Can they talk about their own and others' behaviour and consequences?	Are they able to negotiate and solve problems without aggression? (e.g. talk to an adult, finding a compromise)	Can they say what makes a good friend? Can they explain what to do if someone does something they don't like?
Reception						
Year 1	Can they identify what emotions are? Can they use vocabulary to describe good and not so good feelings (Y1-	Can they identify difficult emotions and what made them feel this way? Can they use simple strategies to manage feelings?	Can they identify and understand how others are feeling? Can they use the RULER blueprint to help them solve a problem?	Can they identify what makes a good friend? Can they recognise when people are being unkind either to them or others, and know how to respond, who to	Can they identify a problem and think of solutions? Can they make a choice between two things/ actions?	Can they explain why teasing and bullying is wrong and how to get help?



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Year 2	<p>cheerful, glum, angry, calm Y2 – excited, frustrated, bored and peaceful)?</p> <p>Can they begin to identify how they can change the way they are feeling?</p> <p>Can they recognise and celebrate their own strengths?</p>	<p>Can they explain how their brain is like a muscle?</p> <p>Can they identify how mistakes help them learn?</p> <p>Can they understand that if they persevere they can achieve something they can't do yet?</p> <p>Can they set simple but challenging goals?</p>	<p>Can they identify ways in which they can be kind?</p> <p>Can they identify similarities and differences between themselves and others?</p> <p>Can they identify things that unite them with their community?</p>	<p>tell, and what to say?</p> <p>Can they explain what a good listener looks like? Can they recognise someone else might have a different point of view?</p> <p>Can they work with someone else to complete a task?</p> <p>Can they work well in a group?</p>	<p>Are they aware of rules for and ways of keeping physically and emotionally safe? (including online safety)</p> <p>Are they aware of how their actions affect themselves and others?</p>	
Year 3	<p>Are they aware of what positively and negatively affects their emotional health? (how they are feeling)</p>	<p>Can they identify a wider range of difficult emotions and what made them feel this way?</p> <p>Can they use a wider range of</p>	<p>Can they deepen their understanding of good and not so good feelings using appropriate vocabulary?</p>	<p>Can they look and sound friendly; be a good listener (taking turns); give and receive compliments and see things from</p>	<p>Are they aware of the concept of 'keeping something confidential or secret', and do they know when it is appropriate to 'break a</p>	



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Year 4	<p>Can they use a wider vocabulary to express positive and negative emotions (Y3-joyful, furious, jealous and relaxed Y4 – motivated, fear and anxiety, worried, satisfied)?</p> <p>Can they reflect on and celebrate their achievements, identify their strengths and areas for improvement?</p>	<p>strategies to manage feelings?</p> <p>Can they set goals and identify steps for overcoming an anxiety or fear?</p> <p>Can they understand how they can “grow” their brain?</p> <p>Can they demonstrate how having a growth mindset can help them overcome a challenge?</p> <p>Can they set high aspirations and goals?</p> <p>Can they discuss change, loss and separation?</p>	<p>Can they recognise how someone else is feeling and relate this to when they felt the same way?</p> <p>Can they use the RULER blueprint to help them solve a problem?</p> <p>Are they aware of how their actions affect themselves and others?</p> <p>Do they recognise what the difference between a right and a responsibility is?</p> <p>Can they understand the benefits to themselves and</p>	<p>someone else’s point of view?</p> <p>Can they take on a role in a group and contribute to the overall outcome?</p> <p>Can they discuss in a group how well we are working together?</p> <p>Can they recognise when and how to ask for help?</p> <p>Can they use peaceful problem solving to sort out difficulties?</p> <p>Can they tell you what a ‘win-win’ solution is and always try to find one in a conflict situation?</p>	<p>confidence’ or ‘share a secret’?</p> <p>Can they identify a problem and think of solutions?</p> <p>Can they identify how the actions they take may impact others?</p> <p>Can they understand what choices are and how to make them?</p> <p>Can they make safe choices online?</p>	
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			<p>others from being kind?</p> <p>Can they explain how to make someone feel welcome?</p> <p>Can they explain why we have rules?</p>	<p>Can they use basic techniques for resisting pressure to do something dangerous, unhealthy, or that they believe to be wrong?</p>		
Year 5	<p>Are they aware of what positively and negatively affects their mental and emotional health?</p> <p>Do they understand the science behind emotions?</p>	<p>Can they identify a wider range of difficult emotions and what made them feel this way?</p> <p>Can they use a wider range of strategies to manage feelings?</p>	<p>Can they deepen their understanding of good and not so good feelings by extending their vocabulary to explain both the range and intensity of their feelings to others?</p>	<p>Do they know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships?</p>	<p>Can they recognise how images in the media do not always reflect reality and can affect how people feel about themselves?</p>	<p>Can they use role play or other to demonstrate techniques they have learnt on how to deal with bullying?</p>
Year 6	<p>Can they use a wider vocabulary</p>	<p>Can they recognise and respond to the</p>		<p>Can they accept and appreciate people's friendship and try not to</p>	<p>Can they explain how to make good choices?</p>	



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	<p>to express positive and negative emotions (Y5 aspirational, anxious, embarrassed, grateful Y6-optimistic, apprehensive, stressed, balanced)?</p> <p>Can they reflect on and celebrate their achievements, identify their strengths and areas for improvement?</p> <p>Can they appreciate the strengths of others?</p>	<p>emotions they feel?</p> <p>Can they recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them?</p> <p>Can they identify why sleep is important and some things that can affect their sleep?</p> <p>Can they explain how mistakes help them learn?</p> <p>Can they set high aspirations and goals?</p>	<p>Can they talk about rights and responsibilities?</p> <p>Can they use the RULER blueprint to help them solve a problem?</p> <p>Can they recognise how people are feeling, see their perspective and understand different social situations?</p> <p>Can they explain what empathy is and recognise it in others?</p> <p>Can they show empathy and compassion to others?</p> <p>Can they identify what to do and say</p>	<p>demand more than they are able or wish to give?</p> <p>Do they know that sometimes difference can be a barrier to friendship?</p> <p>Do they try to recognise when I, or other people, are prejudging people, and make an effort to overcome their own assumptions?</p> <p>Are they able to see a situation from another person's perspective?</p> <p>Do they know how it can feel to be excluded or treated badly because of</p>	<p>Can they evaluate the choices they make?</p> <p>Can they identify the consequences of choices they make?</p> <p>Can they identify how the choices they make affect others?</p> <p>Can they make safe choices online?</p> <p>Can they understand the term "ethical responsibility"?</p> <p>Can they explain how to be an ethical consumer?</p>	
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			<p>to ensure people feel listened to, valued and respected?</p> <p>Can they identify when someone might feel lonely or left out?</p>	<p>being different in some way?</p> <p>Can they tell you some things that a good leader should do?</p> <p>When they are working in a group can they tell people if they agree or don't agree with them and why?</p> <p>When they are working in a group can they listen to people when they don't agree with them and think about what they have said?</p> <p>Can they say things and do things that are likely to make a difficult situation better?</p>		
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				<p>Can they use their skills for solving problems peacefully to help other people resolve conflict?</p> <p>Can they tell you things that they or other people sometimes do or say in a conflict situation that usually make things worse?</p> <p>Do they know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves?</p> <p>Can they use language ('I messages') that does not make</p>		
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				<p>conflict situations worse?</p> <p>Are they aware of the people who are responsible for helping them stay healthy and safe and ways that they can help these people?</p> <p>Can they use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong?</p>		
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Emotional Literacy Framework

Emotional Vocabulary Progression Map							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Happiness	Happy Jolly	Happy Jolly Amused Cheerful	Relieved Happy Jolly Cheerful Amused	Upbeat Satisfied Relieved Happy Jolly Cheerful Amused	Playful Upbeat Satisfied Relieved Happy Jolly Cheerful Amused	Playful Upbeat Satisfied Relieved Happy Jolly Cheerful Amused	Fulfilled Ecstatic Jubilant Playful Upbeat Satisfied Relieved Happy Jolly Cheerful Amused
Motivated	Curious Excited	Energetic Curious Excited	Engaged Energetic Curious Excited	Motivated Engaged Energetic Curious Excited	Lively Determined Motivated Engaged Energetic Curious Excited	Lively Determined Motivated Engaged Energetic Curious Excited	Passionate Inspired Committed Persistent Lively Determined Motivated Engaged Energetic Curious Excited



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Empowered	Brave	Courageous Brave	Bold Courageous Brave	Self-esteem Bold Courageous Brave	Assertive Self-esteem Bold Courageous Brave	Assertive Self-esteem Bold Courageous Brave	Triumphant Secure Invincible Competent Empowered Assertive Self-esteem Bold Courageous Brave
Empathy	Kind	Polite Kind	Generous Polite Kind	Thoughtful Generous Polite Kind	Forgiving Considerate Thoughtful Generous Polite Kind	Forgiving Considerate Thoughtful Generous Polite Kind	Compassionate Altruistic Sympathetic Empathetic Forgiving Considerate Thoughtful Generous Polite Kind
Calm	Relaxed Calm	Carefree Relaxed Calm	Peaceful Carefree Relaxed Calm	Soothed Peaceful Carefree Relaxed Calm	Satisfied Mellow Soothed Peaceful Carefree Relaxed Calm	Satisfied Mellow Soothed Peaceful Carefree Relaxed Calm	Contemplative Tranquil Content Serene Satisfied Mellow Soothed



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							Peaceful Carefree Relaxed Calm
Anger	Angry Mad Cross	Angry Mad Cross	Angry Mad Cross Frustrated	Enraged Angry Mad Cross Frustrated	Irritated Enraged Angry Mad Cross Frustrated	Irritated Enraged Angry Mad Cross Frustrated	Frustrated Fuming Annoyed Irritated Enraged Angry Mad Cross Frustrated
Fear	Scared	Scared	Worried Bullied Scared	Shocked Worried Bullied Scared	Shocked Worried Bullied Scared	Shocked Worried Bullied Scared	Stunned Frightened Apprehensive Panicked Shocked Worried Bullied Scared
Guilt/shame	Embarrassed	Embarrassed Guilty	Shame Embarrassed Guilty	Forgiving Shame Embarrassed Guilty	Ashamed Forgiving Shame Embarrassed Guilty	Ashamed Forgiving Shame Embarrassed Guilty	Remorse Scapegoat Remorse Regret Accountable Ashamed



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							Forgiving Shame Embarrassed Guilty
Unhappiness	Sad Upset	Uneasy Sad Upset Glum	Uneasy Tense Sad Upset Glum	Stressed Uneasy Tense Sad Upset Glum	Stressed Uneasy Tense Sad Upset Glum	Stressed Uneasy Tense Sad Upset Glum	Stressed Uneasy Tense Sad Upset Glum
Low Motivation/ Energy			Bored	Bored Drained	Bored Drained Fatigued	Bored Drained Fatigued	Bored Sleepy Disheartened Drained Fatigued
Excluded	Lonely	Left out Lonely	Bullied Left out Lonely	Rejected Bullied Left out Lonely	Excluded Rejected Bullied Left out Lonely	Alienated Prejudiced Segregated Excluded Rejected Bullied Left out Lonely	Alienated Discriminated Alienated Prejudiced Segregated Excluded Rejected Bullied Left out Lonely