

Managing Feelings			
	Bronze	Silver	Gold
B1	<p>Respond with curiosity to stimuli about different emotions.</p> <p>Respond with curiosity to stimuli which depict facial expressions representing different emotions/ feelings.</p> <p>Respond to stimuli about some of the different ways we can communicate our feelings and needs to others.</p>	<p>Describe different kinds of feelings we may have experienced; those we like and those we don't like.</p> <p>Identify things that make us feel happy.</p> <p>Identify some different ways of communicating feelings and needs to others.</p>	<p>Identify things that may make us cry/feel sad.</p> <p>Identify what makes us feel upset, angry, worried, anxious, frightened.</p> <p>Demonstrate vocabulary/ communication skills to express a range of different feelings.</p> <p>Recognise ways we can help ourselves to feel better if we are feeling sad or upset.</p>
B2	<p>Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel.</p> <p>Describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us</p>	<p>Recognise that when we experience a change or a loss we may feel sad/ unhappy</p> <p>Demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss.</p>	<p>Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling.</p> <p>Give simple reasons why it is important that others know how we are feeling.</p>
B3	<p>Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to.</p> <p>Describe some simple ways we can help others to feel better if they are feeling sad or upset.</p>	<p>Demonstrate vocabulary/ communication skills for expressing the intensity of a feeling.</p> <p>Explain how rest and spending time doing things we enjoy can help to make us feel happy.</p>	<p>Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).</p> <p>Explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves.</p> <p>Describe or demonstrate how to respond appropriately to others' feelings.</p>
B4	<p>Respond with curiosity to stimuli about all the</p>	<p>Identify feelings associated with feeling good about ourselves</p>	<p>Identify things we can do which help us to feel good about ourselves.</p>

	<p>different ways in which we are special.</p> <p>Respond to stimuli about different feelings we might experience.</p> <p>Respond to stimuli about how different feelings may be expressed.</p> <p>Respond with interest to stimuli about people we like or know.</p>	<p>Describe how we might feel, look and sound when we are happy or unhappy.</p> <p>Identify what it means to like someone.</p>	<p>Identify a range of feelings, where we might feel them in our body, and how they might make us behave.</p> <p>Describe the difference between 'liking' someone and 'fancying' someone.</p>
B5	<p>Identify things that we may say or do that could affect how we or others feel about us.</p> <p>Recognise when others may be feeling happy or unhappy from their facial expression and body language.</p> <p>Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy).</p> <p>Explain how part of growing up might be to experience strong feelings about people we like or fancy.</p>	<p>Identify things that others may say or do that could affect how we feel about ourselves.</p> <p>Give examples of when we might feel strong emotions.</p> <p>Describe some simple strategies we can use to feel and stay happy.</p> <p>Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion.</p>	<p>Explain the difference between helpful/kind and unhelpful/unkind comments.</p> <p>Identify how we can help others who may be feeling unhappy.</p> <p>Identify whom to ask or tell if we are feeling unhappy and/or need help.</p> <p>Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation. (KS3/4)</p>
B6	<p>Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments.</p> <p>Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful.</p> <p>Describe how when we feel strong emotions we might feel like doing</p>	<p>Demonstrate polite and assertive ways of challenging unkind comments directed at us or others.</p> <p>Describe how to manage strong emotions by using simple strategies to help ourselves and others.</p> <p>Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality</p>	<p>Explain or demonstrate things we can do to help and support others when they are experiencing strong emotions.</p> <p>Recognise signs that we or someone we know might need help to cope with strong emotions and whom to speak to.</p> <p>Identify reliable and trustworthy sources of support for a range of</p>

	<p>something we wouldn't usually do; how this could affect ourselves or other people.</p> <p>Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect.</p>	<p>and intimate relationships, including managing feelings about these (KS3/4)</p>	<p>relevant issues, including online (e.g. Childline, Thinkuknow.co.uk).</p>
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