ME – Push the limits in our relationship with self.

We always strive to push the limits. We don't settle for less than excellent and we won't allow our students to either.

Confidence	Responsibility	Managing Choice	Self-awareness
Shows satisfaction and understand importance of valuing oneself	Recognising the need for self-control; act when angry to regain control	Recognise when change is needed	Has a strong understanding of who they are
Displays an understanding of appreciation in the roles they fill in their families and in their community	Demonstrates ability to identify to identify, avoid, escape or manage potential risk for themselves and others	Pupils know that change is constant and necessary	Knowing your own self worth (being valued)
Demonstrates appreciation	Links learning to their own goals	Recognises when to discuss changes	Knows what makes them happy
Is positive about themselves and their social and cultural background	Have the confidence to discuss and improve my mental health	Makes short term goals to achieve longer term goals	Can find pictures or phrases to symbolise concepts of their personalities
Approaches new situations and difficulties with confidence	Comfortable accepting constructive criticism	Has the ability to reinvent themselves in new situations	Can identify differences and similarities between themselves and others
Recognises that making mistakes can provide opportunities for learning	Ability to organise own resources including the use of time	Can bring others with them through change	Recognises that their perception of themselves is affected by responses from others
Has the confidence to retain a reasoned position	Demonstrates respect for human dignity, needs and rights	Are resilient and see change as a challenge	Accurately assesses current capabilities and skills as well as past performances
Displays positive attitudes about themselves as demonstrated by being able to recognise their achievements	Takes responsibility for their own learning by identifying the best conditions to learn	Understand what information is needed to manage a new challenge	Has awareness of own emotional state and articulates concisely

Is comfortable with their self-image	Ability to prioritise goals	Can manage their peers through change	Knows how they come across to others
Choose positive role models	Able to ignore distractions	Can adapt to different situations	Has good etiquette and sense of place
	Takes responsibility for personal care		
	Able to ignore distractions		
	Are resilient		
• passionate about finding new places to explore and discover • confident to manage risks to expand my knowledge and horizons • able to take the lead and inspire others to enrich my own and others' lives		• able to make responsible choices about my own physical and mental wellbeing • able to behave respectfully in competitions • confident in who 'I AM' • able to make healthy choices for a healthy mind and healthy body	

WORLD – Discover what is possible in our relationship with the world.

We are on the search for discovering what's possible. We look to create 'eureka moments' for our children, helping them discover a world of possibilities and opportunities.

Culture	Nature	Financial Literacy	Technology
Understands the political system and how this varies around the world	Understands the difference in the seasons	Understands money and transactions	Understands the role and potential use of Artificial Intelligence
Understands how to participate as a member of the community including interacting with people from different ethnic and cultural backgrounds	Have an awareness of environmental concerns; can suggest ways to protect the natural resources of the planet	Can plan and mange finances	Knows what Augmented Reality is and how it can be used

Recognises extreme views and perspectives	Are aware of where food comes from	Understands risk and reward	Can extract data from technology (Data Scientist)
Has awareness of current affairs, explaining multiple perspectives	Understands different terrains around the country and beyond	Knows how the financial landscape may affect them	Understands how to use and update the best Cyber security
Has an understanding of the justice and legal systems and how these vary around the world	Understands the impact of dropping litter	Can analyse revenue and cost implications	Understands cloud technology
Recognises racism, sexism, bullying and aggression and supports the interests of others in face of them	Understands the academic evidence for climate change	Makes decisions based on financial information	Can adapt to new technology
Recognises communities that the child is part of	Understands the water cycle and how scarce fresh water can be	Understands the link between work and income	Are aware of applied machine learning
Recognises a wide range of communities that exist beyond their local area	Understands the basic needs of animals	Understands the financial responsibility of a family and home	Can use information from technology in an effective way
Confidence to visit new places and travel	Has basic survival skills	Are aware of personal costs	Can work across teams
Has awareness of the diversity of different cultures and the areas of life this may affect e.g., food, behaviour, dress	Are aware of dangers in nature	Understands the bigger picture of finances within a community	Knows when to improve technology
• aware of my place in the world and how I can make a positive difference • respectful and tolerant of all people and cultures around the world • proud to be a world citizen • able to shape my future dreams and aim for the stars		• able to use my rich vocabulary to communicate in a variety of situations • safely accessing the virtual world around me using a range of technology • able to think critically before solving problems • using my own personal library and have a 'Love of Reading' • able to write legibly, fluently and confidently	

BRAIN – Be unusually brave in our relationship with the brain. We're not afraid to challenge wrongs, to make the right call, even when it's both unusual and difficult to do so.		
Creative thinking	**Critical thinking**	**Problem solving**
Ability to role play an idea/ thought	Gather ideas and possible approaches	Recognise a problem
Imagine what 'might be' by responding to an imaginative situation	Ability to decipher information to reason/make a decision	Can define a problem by seeing it has parts and decide on a course of action
Imagine a story in their mind's eye and represent	Suggest ways to improve	Raise some questions
Use imagination to develop original ideas and evolve them further	Predict the consequences of different choices including evaluating risk	Present a well-reasoned solution after analysing options
Experiment with presenting their ideas in a range of ways	Seek out additional help, advice or information if needed	Adapt my thinking based on evidence
Interpret outcomes imaginatively	Prioritise outcomes to make the best decision in difficult situations	Tackles part of a problem separately and recombine to create a solution
Improvises in any situation	Ability to reflect and evaluate on a chosen strategy	Can approach a problem in different ways
Seek and draw on inspiration to innovate including with limited resources	Select and justify the best decision in the circumstances	Understand the difference between strategy and solution
Combine existing ideas and approaches to develop a new approach	Adjusts their opinion or decision where appropriate in light of evaluation	When a strategy doesn't work, can apply a new strategy
Has an original thought	Perform a risk analysis and apply it to the	Accepts that there are more than one solution

	final making of the decision	
• able to demonstrate my individuality through expressive arts. • able to appreciate other people's talents • able to use my creativity as a way to overcome challenges and barriers		• able to use my rich vocabulary to communicate in a variety of situations • safely accessing the virtual world around me using a range of technology • able to think critically before solving problems • using my own personal library and have a 'Love of Reading' • able to write legibly, fluently and confidently

OTHERS – Be big hearted in our relationships with others.

We commit to being big-hearted. We choose to treat other with kindness, warmth and care, believing that everybody matters and believing in one another.

Teamwork	Help others	Leadership	Communication
Works effectively with others including people they don't usually work with	Able to describe situations from other points of view	Effectively communicate ideas	Know that communication can be both verbal and non-verbal
Shares responsibility for a task	Recognises when others need support	Articulate your values and vision	Can debate and present to an audience
Contributes their opinion during group work	Understands the importance of honesty and trust in relationships	Gives guidance to others, using expertise where applicable	Understands verbal communication can be influenced by tone, pitch, intonation of voice, etc
Works collaboratively towards a goal and objective	Encourages others to reach goals	Initiates action or plans and convinces others of their soundness of value	Actively listen to their peers and adults by asking questions, repeating and rephrasing conversation
Explains effectively their views to others	Can share own skills/knowledge effectively with peers	Involves others by encouraging ideas and discussion and	Able to alter body language to enhance the effectiveness of

		delegating tasks	communication
Accepts that the viewpoint of others may differ from their own	Demonstrates altruistic behaviours	Build people's self-confidence	Able to judge the words, not the person/non-verbal delivering the communication
Understands the importance of roles within a team and identify others strengths	Makes allowances for others actions when they face challenges	Create the right conditions to encourage motivation and 'can do' approach	Able to construct an argument
Understanding when it is appropriate to be assertive	Behaves with kindness and empathy	Ability to get things done with and trough other people	Has the ability to take turns when communicating
Acts in accordance with the team's decision	Gives praise	Set expectations for others e.g., goals, objectives	Able to influence others through negotiation.
Manage disagreement or conflict to enable learning to continue	Recognises others' achievements	Shows emotional intelligence, adapting leadership style according to the needs of the situation	Understands the 'rules' of communication (i.e., be polite, speak clearly, don't shout, etc)
• passionate about finding new places to explore and discover • confident to manage risks to expand my knowledge and horizons • able to take the lead and inspire others to enrich my own and others' lives		• able to use my rich vocabulary to communicate in a variety of situations • safely accessing the virtual world around me using a range of technology • able to think critically before solving problems • using my own personal library and have a 'Love of Reading' • able to write legibly, fluently and confidently	