



# ST GERARDS SCHOOL

LOVE-aroha ai... LEARN-ako ai... GROW-tipu ai

## YOU , ME AND US PROGRESSIONS

“ Let us love not just in word or speech but in truth and action” 1 John 3:18

### Shared understandings

**Bullying is:** Repeated behaviour that is deliberately hurtful to others.

By year 8 our students will:

Year 1	Year 2	Year 3/4	Year 5/6	Year 7/8
Identify feelings words and pictures and what they look like,	Use personal experiences to explain feelings	Identify and explain their own and others feelings	Concept/Big Idea: Everyone encounters problems. What is a problem?  Skills:	Concept: Use the language of relational behaviour to identify bullying behaviour  Skill: Able to use the language to

			Make 'I' statements to clearly describe feelings about a problem	identify bullying behaviour eg. I felt excluded from your game when you turned away from me
Identify times when I or others need help and where	Identify times when I can resolve situations by myself and when I need help.	Resolve and identify situations myself and with the help of others	Identify a problem and have strategies to deal with it, know how to help others and make it right.	<p>Concept: Creating a telling environment ( don't be a bystander)</p> <p>Skill: Able to deal with bullying behaviour by knowing how and when to get help; feeling safe in order to express and ask for help</p>
Identify acceptable and appropriate school behaviour.	Demonstrate acceptable and appropriate school behaviour.	Demonstrate and resolve, and make it right.	<p>Identify and demonstrate appropriate behaviour in a range of environments.</p> <ul style="list-style-type: none"> <li>• classroom</li> <li>• playground</li> <li>• church</li> <li>• sports' teams</li> <li>• home</li> <li>• school trips</li> </ul>	<p>Concept: Self Control</p> <p>Skill: Able to manage self - physically (being aware of personal space &amp; have control of movement) verbally (think before speaking), emotionally (having control of how you react to situations)</p>
Identify good and bad choices	Identify how to make it right.	Understand who has been affected by your behaviour and make it right with them.	Suggest ways of managing this behaviour in the future.	<p>Concept: Know and respect self and others</p> <p>Skill: Be able to identify own <b>self-worth</b> by acknowledging that I am unique and God made; I have strengths and differences; I am not dependent on others to make</p>

				<p>myself feel good; I can identify behaviour I want to change</p> <p><b>Respecting others</b> by acknowledging that everyone is different and celebrating those differences; understanding and breaking down stereotyping; consistently demonstrate respectful behaviour</p>
Identify what is special about ourselves and others.	Identity and celebrate our differences	Understand others differences and similarities and be empathetic and tolerant of others.	Show respect for others by listening to and accepting others points of view, encouraging and celebrating others' strengths.	
Can respond to restorative chat questions.	Can take responsibility for my actions by owning up to my behaviour.	Can identify how my behaviour has affected others.		
Can interact cooperatively in a positive way with others.	Can interact cooperatively and celebrate in a positive way with others.	Can develop and maintain positive relationships with others.		
			Understand their rights in the classroom and at school and acknowledge their	

			responsibilities to others in the classroom and at school.	
			Resources: Kia Kaha LIFE Ed	<u>Resources:</u> Kia Kaha Myself & Others DARE Life Ed KOS TOW - Rights & Responsibilities Meditation Pubertal Changes Outreach Peace Foundation Key Competencies Circle Time/skills Restorative Practice  <u>Outside Agencies:</u> Father Pat RTL B Seasons for Growth-REAP Life Skills School community officers- Police

This work is linked closely to our Restorative Practice and Religious Education programmes and may be taught as part of Circle skills time, RE, Inquiry, health or as a unit on its own.