



The Thrive Approach

Thrive uses a developmental framework to clarify the connections between emotional and social development, behaviour and learning. These translate into six fundamental aspects of learning for emotional and social development: learning to be, learning to do, learning to think, learning to be powerful and have an identity, learning to be skilful and have structure and learning to be independent, relate to your peers and become secure in your identity

Emotional Development

As each child grows, the developmental strands come 'online' sequentially – however, once they are in place, they remain available and open to growth throughout life. This means that our developmental tasks can be addressed at any point in our lives; we are truly life-long learners when it comes to brain and emotional and social development.

Learning to be (BEING):

This child or young person will be self-assured, confident and appropriately trusting of others. They will be receptive of the word and have a capacity for joy. They will ask for help and will demonstrate the full range of feelings. This child or young person will have established the foundations for making good relationships.

Learning to do (DOING):

This child or young person will confidently approach a wide range of activities. They will enjoy investigation and exploring and will use these experiences to learn about environment. They explore their potential through curiosity, creativity and taking initiative. They are active and can be easily stimulated to take an interest. This child or young person learns through and from doing and being actively involved and processing their own experiences.

Learning to think (THINKING):

This child or young person can think for themselves. They can think about their feelings and are beginning to express and handle their feelings appropriately. They can make the link between cause and effect and can understand boundaries/rules. The child or young person is able to take responsibility for their actions and ask for help when needed. This child has been supported to make sense of their experience and the word about them.

POWER AND IDENTITY:

This child or young person is developing a positive sense of themselves and establishing an individual identity. They are discovering different roles and relationships with others. They understand the consequences of their behaviour and are familiar with social expectations. This child or young person is acquiring information about the world, their bodies and their gender identity/role.



SKILLS AND STRUCTURE:

This child or young person takes pleasure in thinking about different ways of doing things and acquiring new skills. They take pleasure in difference and are curious about new and different experiences. They enjoy having appropriate responsibilities and understand the need for rules and regulations. Exploration and thought are being given to the values that underpin rules. They identify strongly with peers of the same gender as themselves.

INTERDEPENDENCE:

This young person is having positive experiences of being an individual and being independent. Sometimes they legitimately need support and are dependent. They test their independence in the context of new experiences, opportunities and challenges. The young person is interested in solving complex problems and will test and question rules to find a direction for themselves. This young person trusts adults enough to know when, where and how to go for help or information when necessary. They are developing a comfortable identity, know about risks and can make informed choices.