

PROGRESSION OF LEARNING – CHARACTER

For the curriculum content & planning please see the **Curriculum Overviews** (Yearly & Half Termly)

	Virtue Skills	Virtue Reasoning	Virtue Practice	Curriculum Links
Nursery, Reception Stage 1	<ul style="list-style-type: none"> • Begin to identify some virtues • Begin to identify which virtues are needed in particular situations • Begin to identify how I feel in certain situations • Begin to notice how others use virtues to handle situations 	<ul style="list-style-type: none"> • Begin to understand the benefits that virtues bring • Begin to understand the middle way • Begin to give and take reasons for my actions • Begin to become aware of how I usually act in certain situations 	<ul style="list-style-type: none"> • Begin to put virtues into action • Begin to learn from others who use virtues • Begin to learn from what I say and do and think about improvement • Begin to be aware of forming habits and of the person I would like to become • Black History Month – Nursery learn about the work of Garrett Morgan (focus on Creativity virtue) • Black History Month – Reception learn about the work of Mary Seacole (focus on Leadership virtue) 	<p>GLD- MFB</p> <ul style="list-style-type: none"> • Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. • They work as part of a group or class, and understand and follow the rules. • They adjust their behaviour to different situations, and take changes of routine in their stride
Year 1, 2 Stage 2	<ul style="list-style-type: none"> • Identify some virtues • Identify which virtue are needed in situations • Identify how I feel in situations but my feelings still get the better of me sometimes 	<ul style="list-style-type: none"> • Understand the benefits that some virtues bring but don’t always use the virtues • Know the middle way but find it difficult to follow it • Give and take reasons for my actions but they are not always the right ones 	<ul style="list-style-type: none"> • Put some virtues into action but still find it difficult to do the right thing. • On some occasions learn from the example of others. • Learn from what I say and do but still make 	<p>PSHE</p> <ul style="list-style-type: none"> • To recognise what they like and dislike, what is fair and unfair, and what is right and wrong • To share their opinions on things that matter to them and explain their views • To recognise, name and deal with their feelings in a positive way • To think about themselves, learn from their experiences and recognise what they are good at

	<ul style="list-style-type: none"> Handle how others use virtues to handle situations 	<ul style="list-style-type: none"> To know how I typically act in some situations 	<p>some of the same old mistakes</p> <ul style="list-style-type: none"> Try to form virtues habits which fit in with the person I would like to become Black History Month – Year 1 learn about the work of Martin Luther King Jr. (focus on Leadership virtue) Black History Month – Year 2 learn about the work of Jesse Owens (focus on Perseverance virtue) 	<ul style="list-style-type: none"> How to set simple goals. To take part in discussions with one other person and the whole class To take part in a simple debate about topical issues To recognise choices they can make, and recognise the difference between right and wrong To agree and follow rules for their group and classroom, and understand how rules help them To realise that people and other living things have needs, and that they have responsibilities to meet them That they belong to various groups and communities, such as family and school What improves and harms their local, natural and built environments and about some of the ways people look after them To contribute to the life of the class and school To realise that money comes from different sources and can be used for different purposes. To recognise how their behaviour affects other people To listen to other people, and play and work cooperatively To identify and respect the differences and similarities between people That family and friends should care for each other e) that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. <p>Does not include ‘Developing Healthier Lifestyle’</p>
Year 3, 4, 5, 6	<ul style="list-style-type: none"> Identify a number of virtues quite easily Identify which virtues are required in a number of situations 	<ul style="list-style-type: none"> Understand the benefits of using the virtues Know the middle way and can follow it most of the time 	<ul style="list-style-type: none"> Put a number of virtues into action and can mostly do the right thing rather than what I feel like doing 	<ul style="list-style-type: none"> To talk and write about their opinions, and explain their views, on issues that affect themselves and society To recognise their worth as individuals by identifying positive things about themselves and their achievements,

	<ul style="list-style-type: none"> • Know how I feel in certain situations and I can, with effort, usually overcome my feelings to use the virtue • Easily identify how others use virtues to handle situations 	<ul style="list-style-type: none"> • Know how I typically act in lots of situations 	<ul style="list-style-type: none"> • Often learn from others' use of virtues • Learn from what I say and do and make fewer of the same old mistakes • Know what kind of person I would like to become and am having some success in forming virtuous habits • Black History Month – Year 3 learn about the work of Ruby Bridges (focus on Bravery virtue) • Black History Month – Year 4 learn about the work of Alma Thomas (focus on Creativity virtue) • Black History Month – Year 5 learn about the work of Rosa Parks (focus on Bravery and Service virtues) 	<ul style="list-style-type: none"> • seeing their mistakes, making amends and setting personal goals • To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action • To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way • About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future • To look after their money and realise that future wants and needs may be met through saving. • To research, discuss and debate topical issues, problems and events • Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
EXT Stage 4	<ul style="list-style-type: none"> • Have a detailed knowledge of the virtues • Find it easy to identify which virtue is required in certain situations • Can easily identify my feelings and almost always use the virtues to educate them • Regular learn from others' use of the virtues 	<ul style="list-style-type: none"> • Have a detailed understanding of the benefits of the virtues • Can give and take detailed reasons for acting and use them to do the right thing • Develop high levels of self awareness and know how I typically act in the different areas of my life 	<ul style="list-style-type: none"> • Put a wide range of virtues into action and enjoy doing it • Enjoy learning from others' use of virtues • Nearly always reflect on how I have spoken or acted so I can avoid the same mistakes • Know what kind of person I would like to 	<ul style="list-style-type: none"> • That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other • To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences • To resolve differences by looking at alternatives, making decisions and explaining choices • What democracy is, and about the basic institutions that support it locally and nationally • To recognise the role of voluntary, community and pressure groups

			<p>become and I am successfully forming habits to ensure that this happens.</p>	<ul style="list-style-type: none"> • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • To explore how the media present information. • That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view • To think about the lives of people living in other places and times, and people with different values and customs • To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships • To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help • To recognise and challenge stereotypes • That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability • Where individuals, families and groups can get help and support. • Take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school • Feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
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