

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

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

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

			<p>become and I am successfully forming habits to ensure that this happens.</p>	<ul style="list-style-type: none"> <li>• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>• That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>• To explore how the media present information.</li> <li>• 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</li> <li>• To think about the lives of people living in other places and times, and people with different values and customs</li> <li>• 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</li> <li>• To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</li> <li>• To recognise and challenge stereotypes</li> <li>• That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> <li>• Where individuals, families and groups can get help and support.</li> <li>• 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</li> <li>• 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]</li> </ul>
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