



## Character Development Programme- Skills Progression

	EYFS- Foundation	Years 1 & 2- Challenger	Years 3 & 4- Contender	Years 5 & 6- Champion
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Is beginning to understand how to lead one or more peers within a simple activity</li> <li>• Can explain to an adult how they are leading another in an activity</li> <li>• Is beginning to take account of other children’s needs and feelings</li> <li>• Will help another to complete an activity but is willing to ask for help when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to lead one or more peers to complete a task</li> <li>• Can explain to peers how they will lead an activity</li> <li>• Is developing the ability to listen to ideas which might be different to their own and respond to the feelings of others</li> <li>• Is willing to ask for help from peers and adults as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to lead small teams within a chosen and familiar context</li> <li>• Is able to verbalise the expectation of their leadership within a selected activity</li> <li>• Is developing the ability to listen to each member of the team and respond positively to suggestions from others</li> <li>• Will assume a coach/mentor role with another pupil. Is willing to ask questions of supporting adults when unsure of next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Is increasingly confident to lead a team consisting of familiar pupils</li> <li>• Is willingly able to offer opinions and listen to those of others in both the planning and implementation stages of a team activity</li> <li>• Understands the need to collaborate and cooperate with others in order to create a positive environment for positive teamwork</li> <li>• Is developing the skills of listening to advice from others and is willing to ask questions when unsure of the next steps</li> <li>• Demonstrate the developing skills for planning, implementing and reviewing a team exercise</li> </ul>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>• Is developing the skills of personal organisation</li> <li>• Is beginning to understand and follow rules</li> <li>• Is able to work successfully within a group during an organised activity</li> </ul>	<ul style="list-style-type: none"> <li>• Is beginning to demonstrate specific skills of personal organisation</li> <li>• Is able to understand and follow instructions accurately to follow an organised activity</li> <li>• Is a positive team member, contributing to the planning of an activity/ team game</li> </ul>	<ul style="list-style-type: none"> <li>• Is beginning to understand the positive impact that personal organisation has on learning</li> <li>• Can break down an activity into a simple order of organised steps to allow implementation of a organised event</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an increasing use of personal organisational skills in relation to their own learning</li> <li>• Understands the need to break down an activity into achievable steps in order to develop and implement a planned activity</li> </ul>

			<ul style="list-style-type: none"> <li>Is able to work within a team situation to support the organisation of an event</li> </ul>	<ul style="list-style-type: none"> <li>Can work confidently as a member of a team, undertaking specific actions to a successful conclusion</li> </ul>
<b>Resilience</b>	<ul style="list-style-type: none"> <li>Is beginning to use previous learning to help with new challenge</li> <li>Asks for help with new learning</li> </ul>	<ul style="list-style-type: none"> <li>Understands the meaning of the term perseverance (not giving up when you meet a new challenge).</li> <li>Realises that sometimes they need to ask for help when a new skill is being learned</li> <li>Is beginning to continue with an activity/ challenge even though it is challenging</li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to understand the need for perseverance to complete an activity</li> <li>Is beginning to understand the challenges that need to be overcome in order to learn/ develop a new skill</li> <li>Will ask for help from a supporting adult/ child to overcome barriers</li> <li>Is developing the length of time allocated to a challenge before giving up/ feeling defeated</li> </ul>	<ul style="list-style-type: none"> <li>Displays developing perseverance when approaching a new challenge</li> <li>Will apply previous experience to a situation and identify new challenges to be addressed to complete an activity or develop a skill</li> <li>Will discuss with supporting adults/ peers how challenges might be overcome, offering suggestions for next steps</li> </ul>
<b>Initiative</b>	<ul style="list-style-type: none"> <li>Is beginning to take responsibility for their learning during simple activities</li> <li>Enjoys participating in planned activities, sharing ideas</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to take responsibility for their learning within the classroom context</li> <li>Will volunteer to participate in planned activities</li> <li>Shares ideas with others whilst being involved in the planning and development of an activity</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to take responsibility for their learning within the classroom context</li> <li>In a familiar context, volunteers to support and participate in a planned activity</li> <li>Makes suggestions to enhance a familiar environment</li> <li>Shares activities with others to explain how an activity can be planned and developed</li> </ul>	<ul style="list-style-type: none"> <li>Takes increasing responsibility for their individual learning</li> <li>Volunteers to plan and implement an activity as part of a team</li> <li>Uses knowledge of a familiar context to suggest activities to enhance an environment</li> <li>Readily shares and discusses ideas with supporting adults/ peers</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Beginning to feel confident to speak in a familiar group</li> <li>Beginning to listen and respond to what others say</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to understand that they can communicate in more ways than speaking</li> </ul>	<ul style="list-style-type: none"> <li>Becoming familiar with and gaining experience in a selection of communication strategies</li> </ul>	<ul style="list-style-type: none"> <li>Developing increasing skills in a number of communication strategies</li> </ul>

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	<ul style="list-style-type: none"><li>• Beginning to understand that body language can communicate feelings</li></ul>	<ul style="list-style-type: none"><li>• Beginning to share ideas within groups and listen to what others have to share</li><li>• Develop the use of body language to share ideas and feelings positively</li></ul>	<ul style="list-style-type: none"><li>• Developing an understanding of choosing an appropriate communication strategy depending on the audience</li><li>• Able to work 1:1 or in groups, sharing ideas and supporting learning where appropriate</li></ul>	<ul style="list-style-type: none"><li>• Understanding the appropriate communication strategy for a given audience within a familiar context</li><li>• Works successfully with groups of differing sizes, sharing ideas and listening to suggestions and opinions of supporting adults and peers</li></ul>
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