

Character Education Skills Ladders: Independence



6

Year Six understand how Independence is a useful value in and out of school; they base this on a shared, whole-class-made definition. Yet, Year Six recognise the right time to start decreasing their independence to independently seek help but without the teacher. Year Six know when to switch from Independence to Co-operation and can justify why.

5

Year Five can be independent, confidently and responsibly. For example, when they are offered help, Year Five know their own limits and will politely decline and not accept help for the sake of it. Therefore, Year Five understand the link between Independence and Perseverance. Year Five understand independence as, "Being capable of doing something by yourself."

4

Year Four understand Independence as, "Being in charge of yourself." Year Four know that in order to be independent, a good attitude is needed. They can manage their emotions when being independent and celebrate the accomplishment that their independence has brought. Year Four can take on a challenge independently, knowing that it comes in different forms i.e. a long time, focus, concentration; they manage distractions and stick at it!

3

Year Three understand why we sometimes need to be independent and can list examples and benefits. For example, they know Independence can lead to them teaching themselves something new. Year Three use good focus, with no help, to develop their own ideas and 'get on with things,' even if they know there will be a challenge or two along the way.

2

Year Two understand Independence as, "Sometimes working on your own and not always asking for help." Year Two begin to understand that if they have help all of the time, they will never have the chance to see what they can do on their own. Year Two experience Independence by seeing a big task and setting themselves a mini plan of how to get there.

1

Year One use their Independence by developing class-agreed strategies for when they need help, i.e.: not asking the teacher straightaway; independently asking a friend; independently using something in their classroom. They know that independence is, "Doing something by yourself."

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Reception children understand Independence as, "Trying something on their own, without anyone else." They show independence by choosing toys, games and equipment, in class and outside, that they want to play or do. They can tell an adult or a friend why they have chosen it.