

Character Education Skills Ladders: Kindness



6

Children are independently kind without being asked; kindness is natural and automatic to Year Six. For example: basic manners are a given, children clean up mess even when it's not theirs and rewards are not necessary. Overall, Year Six are considerate and pleasant to be around.

5

Year Five's good nature means that the children 'radiate a positive aura.' They understand this aura to be the energy and vibes that they give off and so work to ensure their aura is pleasant and warm-hearted. They make comparisons to a 'negative aura,' and how/why this should be avoided. This means that Year Five are able to positively influence others.

4

Year Four show kindness automatically, most of the time. They don't need rewards and can explain how kindness makes them feel good! Where there is occasional unkindness, Year Four understand the mistake and take steps to improve it. Year Four children use kindness to ensure no-one is left out at playtime and lunchtime: they make it their mission to have no lonely children!

3

Year Three children understand kindness as knowing how to communicate with others without upsetting them. For example, they know that their tone of voice can affect what people think about them. They think before they speak, and are gentle and considerate in their words and tones. Year Three children show kindness at school and at home.

2

Year Two children understand what is kind and what is unkind and can explain and reason their thoughts. Children are introduced to the vocab 'consequence' and understand it as 'what happens because of what you do.' Therefore, Year Two know the consequences of unkindness. They know to treat others the way in which they would like to be treated themselves.

1

Year One understand kind actions around school such as holding open the door, manners, helping others in need and putting a smile on someone's face. In Year One, children get a "buzz" from being kind! They enjoy being kind and can explain why kindness is a good thing to be.

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Children in Reception know the difference between "kind hands, feet and words" and "unkind hands, feet and words." They can explain what kind hands, feet and words are used for and why they are important. Children in Reception learn to share kindly.