



The Chenies Child

At Chenies School, we believe education is about developing character as well as achievement. The Chenies Child sets out the values, behaviours and personal qualities we want every pupil to develop so they leave Year 6 as confident, kind, resilient and responsible young people.

Courage

A Chenies child is **courageous**, faces challenges with confidence, takes risks in their learning and stands up for what is right.

Kindness

A Chenies child is **kind**, caring and compassionate, treats others with empathy and makes a positive difference to those around them.

Curiosity

A Chenies child is **curious**, eager to learn, asks questions, explores new ideas and develops a lifelong love of discovery.

Respect

A Chenies child is **respectful**, values themselves, others and the world around them, showing understanding, tolerance and good manners at all times.

Responsibility

A Chenies child is **responsible**, takes ownership of their choices and actions, and contributes positively to their school and wider community.

Resilience

A Chenies child is **resilient**, perseveres when things are difficult, learns from setbacks and strive to improve with determination and optimism.

Progression for A Chenies Child

The qualities of A Chenies Child are developed progressively from Reception to Year 6. These progression statements help monitor pupils' personal development, celebrate growth and identify the next steps needed for every child to flourish.

	Courage	Kindness	Curiosity	Respect	Responsibility	Resilience
Reception	Tries new activities with encouragement and begins to speak up in familiar settings.	Shows care by sharing, helping others and using kind words.	Asks simple questions and explores the world through play and talk.	Begins to understand rules, takes turns and listens to others.	Takes simple responsibility for belongings and follows routines with support.	Keeps trying with encouragement and begins to cope with small challenges.
Year 1/2	Will attempt new learning independently and begins to share ideas, even if unsure.	Shows empathy, includes others and begins to notice when someone needs support.	Shows interest in learning, asks "why" and "how" questions and enjoys finding things out.	Shows good manners, listens carefully and values others' ideas and differences.	Begins to manage own behaviour and learning with reminders; completes tasks and roles.	Can persevere through difficulty, uses simple strategies and accepts mistakes as part of learning.
Year 3/4	Takes risks in learning, contributes confidently and stands up for what is right with support.	Acts with consistent compassion, resolves minor conflicts and actively supports peers.	Thinks more deeply, asks thoughtful questions and makes connections across learning.	Demonstrates consistent respect, understanding different viewpoints and behaving responsibly in a range of situations.	Takes increasing ownership of learning, behaviour and contributions to the class or school.	Maintains effort in the face of challenge, reflects on setbacks and shows determination to improve.
Year 5/6	Faces challenges with confidence, takes meaningful risks in learning and stands up for what is right independently.	Demonstrates genuine compassion, acts to make a positive difference and shows empathy and understanding in a wide range of situations.	Shows a love of learning, asks perceptive questions, explores ideas independently and makes meaningful connections across subjects.	Shows deep respect for themselves, others and the wider world, valuing diversity, considering different perspectives and acting as a positive role model.	Takes full ownership of their actions, behaviour and learning, contributing positively and reliably to the school and wider community.	Perseveres with independence, learns from setbacks, adapts strategies and shows determination and optimism in the face of challenge.

Opportunities for everyone to become A Chenies Child

Personal development is intentionally planned and woven throughout school life, ensuring all pupils have equitable access to the experiences needed to become A Chenies Child. Through a carefully designed range of activities, responsibilities and enrichment opportunities, pupils are supported to practise and demonstrate these qualities in meaningful and increasingly independent ways.

	Courage	Kindness	Curiosity
Reception	- Stand up and say one sentence to the class (e.g. in show-and-tell) - Answer a teacher question aloud - Try a new activity without sitting back or refusing	- Help a peer tidy or find equipment - Comfort a child who is upset - Share resources without adult prompting	- Ask a question about a story or object - Choose to explore a new activity - Talk about something they notice
Year 1/2	- Share an idea with the class without being directly chosen - Read a short piece of work aloud to a partner - Attempt a "challenge task" instead of the easiest option - Answer a question aloud even when unsure - Perform a short reading to the class - Explain their thinking to the class	- Say something positive about another pupil's work - Invite someone to join a game - Help a partner complete a simple task - Include a child who is left out - Give specific praise to a peer - Help a partner with reading or instructions	- Ask a "what" or "why" question in a lesson - Share something they noticed in learning - Choose a book or topic to explore - Write or record a question to investigate - Ask a "how" or "why" question - Suggest how to find something out
Year 3/4	- Present work to a small group - Volunteer an answer in whole-class discussion - Attempt a task before asking for help - Present work to the class or in assembly - Take a role in a performance - Voice an opinion in a structured discussion	- Support a partner's learning (e.g. explaining a task) - Check on someone who appears upset - Work cooperatively in a mixed group - Help resolve a minor disagreement between peers - Offer support without being asked - Encourage a peer during a challenging task	- Research an answer (book, adult, simple source) - Ask a follow-up question in a lesson - Identify a link between two pieces of learning - Record multiple questions about a topic - Make a connection across subjects - Suggest a way to investigate a question
Year 5/6	- Lead part of a group discussion - Present learning to another class or group - Attempt challenging work and explain why they chose it - Deliver a speech or presentation to an audience - Take part in a debate and defend a viewpoint - Challenge an idea respectfully in discussion	- Act as a buddy/reading partner for younger pupils - Support a peer to improve work - Take part in a small act of service (e.g. class or school task helping others) - Mentor or support younger pupils regularly - Lead a small initiative (e.g. charity, playground support) - Actively notice and respond to others' needs without prompting	- Plan part of their own enquiry - Select relevant information from more than one source - Ask a deeper question that extends learning - Carry out an independent enquiry - Present findings from research - Make and explain links across different subjects

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	Respect	Responsibility	Resilience
Reception	- Take turns in a game or discussion - Listen without interrupting - Follow class rules	- Put belongings away correctly - Complete a simple class job - Follow a daily routine	- Continue a task after initial difficulty - Try again after getting something wrong - Complete a short task without giving up
Year 1/2	- Use "please" and "thank you" appropriately - Listen and respond to a partner - Follow instructions first time - Build on another pupil's idea - Work respectfully with a partner - Show awareness of others' feelings	- Complete a task independently - Remember equipment needed - Follow class routines without reminders - Complete work set within time given - Manage own behaviour in class - Carry out a simple role (e.g. monitor)	- Finish a task even when it feels tricky - Ask for help after trying first - Correct a simple mistake - Improve work after feedback - Try a different approach if stuck - Complete a task without stopping early
Year 3/4	- Listen carefully and respond appropriately - Work with different partners - Follow agreed group rules - Disagree politely in discussion - Accept another viewpoint - Maintain respectful behaviour in group work	- Organise work and resources independently - Complete homework or set task reliably - Take responsibility for learning tasks - Carry out a regular class role reliably - Keep work organised - Follow routines independently	- Work through a challenge before asking for help - Edit work after feedback - Stick with a task for a sustained period - Redraft or improve work independently - Use a strategy when stuck (e.g. checklist, example) - Continue working after making errors
Year 5/6	- Consider and respond to differing perspectives - Demonstrate respect in more complex discussions - Use appropriate tone and language consistently - Model respectful behaviour to younger pupils - Engage in structured debate respectfully - Show understanding of different viewpoints and cultures	- Set and review personal learning targets - Edit/improve work independently - Take responsibility for a role within school - Manage time and workload independently - Take on leadership roles (prefect/organiser) - Contribute to school life reliably	- Complete a longer, more complex task over time - Adapt approach when something isn't working - Respond to feedback independently - Complete extended tasks requiring sustained effort - Independently improve work after critique - Persist with a difficult task using different strategies