

 Progression of CARE values at Warbstow Primary Academy					
	Collaboration	Aspiration	Resilience	Empathy	Definitions
EYFS	Can I play alongside my friends and share the toys we are using? Can I help a friend tidy up our classroom so we can finish the job faster? Can I listen to a simple instruction and follow it as part of a small group?	Can I imagine myself in different roles and jobs through my play? Can I try something new today, even if it feels a little bit scary? Can I tell you about something I am proud of doing all by myself?	Can I keep trying to zip up my coat or build my tower, even if it falls down? Can I ask for help from a friend or a teacher when I feel stuck or frustrated? Can I name my feelings when something goes wrong and take a deep breath to feel calm again?	Can I notice when a friend is feeling sad and ask them if they are okay? Can I use kind hands and kind words when I am playing with others? Can I listen to a story and talk about how the characters might be feeling?	EYFS and KS1 Collaboration - Working together as a team and sharing our idea to make something together Aspiration - Having a 'big dream' and being brave enough to try new things to reach it Resilience - Keeping a 'never give up' attitude, even when something is tricky or goes wrong Empathy - Being a 'feelings detective' – noticing how others feel and being kind to them
Year 1	Can I take turns speaking and listening when I am working with a partner? Can I share my ideas for how we should complete a task together? Can I accept that sometimes we have to do things a different way than I first thought?	Can I set a goal for what I want to achieve by the end of this lesson? Can I explain how practicing a skill has made me better at it? Can I identify my own "super strengths" in my learning?	Can I stay positive and try a different way to solve a puzzle when my first idea doesn't work? Can I talk about a time I found something hard but managed to finish it anyway? Can I understand that making a mistake is just a part of learning something new?	Can I recognize different emotions in my classmates by looking at their faces and body language? Can I take turns and share equipment because I know it makes everyone happy to play? Can I say "sorry" and mean it when I have accidentally hurt someone's feelings?	
Year 2	Can I work with a partner to reach a shared goal, like finishing a puzzle or a drawing? Can I give a kind compliment to a teammate about something they did well? Can I stay with my group and keep working until our collective task is done?	Can I see how a friend wrote their introduction so I can get some ideas? Can I learn more about what an adult does for a living? Can I try this again using the advice you gave me?	Can I use a "growth mindset" by saying "I can't do this yet" instead of "I can't do this"? Can I practice a specific skill (like phonics or throwing a ball) even when it feels tiring? Can I encourage a friend to keep going when they are finding a task difficult?	Can I imagine how I would feel if I were in someone else's shoes during a disagreement? Can I offer to help someone who is struggling without being asked first? Can I describe why it is important to be kind to people who are different from me?	
Year 3	Can I identify the different strengths my teammates have and how they help our group? Can I contribute one specific idea that helps my group solve a problem? Can I use "we" language (like "What should we do next?") instead of just "I" language?	Can I look at someone else's success and use it to inspire my own work? Can I describe different careers that I never knew existed before? Can I use feedback from my teacher to make my work even better?	Can I identify what specifically is making a task hard and think of a tool or strategy to help me? Can I bounce back quickly from a small disappointment and focus on my next goal? Can I explain why it is important to challenge myself with hard work rather than only doing easy things	Can I be a "good listener" by giving my full attention when someone is sharing their thoughts? Can I identify when someone is feeling left out and find a way to include them in our group? Can I understand that people might react differently to the same situation based on their feelings?	Year 3 and 4 Collaboration - Contributing our individual strengths to a group to solve problems more effectively Aspiration -Setting goals for the future and understanding the steps needed to achieve them Resilience - Choosing to stay positive and find new solutions when we faced with a challenge or a mistake Empathy - Understand that people have different perspectives and treating everyone with respect
Year 4	Can I take on a specific role within a group (like the scribe or the timekeeper) and do it well? Can I disagree with an idea politely without falling out with my teammates? Can I help my group stay focused if we start to get distracted from our task?	Can I take responsibility for a job that helps my whole class succeed? Can I think of an original idea or a new way to solve a difficult problem? Can I explain the steps I need to take to reach a long-term goal?	Can I look at a mistake as "data" or information that tells me what I need to change for next time? Can I manage my "big emotions" when I lose a game or get a low score, and stay respectful to others? Can I set a "stretch goal" that I know will be difficult, and commit to seeing it through?	Can I explain how my words and actions have a "ripple effect" on the feelings of people around me? Can I respect someone's personal space and their right to say "no" or "not right now"? Can I support a classmate by acknowledging their feelings, even if I don't agree with their opinion?	
Year 5	Can I negotiate and compromise when my group has two different ideas on how to move forward? Can I encourage someone who is quiet to share their thoughts, so everyone is included? Can I reflect on how well my group worked together and suggest one way we could be better next time?	Can I be a positive role model and help a younger student with their learning? Can I manage my own time and resources to complete a project independently? Can I discuss how different secondary schools or universities might help me in the future?	Can I work through a long-term project even during the "middle bit" where it feels boring or difficult? Can I analyse my own setbacks to see what I can control and what I can't? Can I seek out constructive criticism and use it as a ladder to improve, rather than feeling upset by it?	Can I show empathy for people in the wider world who face challenges different from my own? Can I use "active listening" to summarize what someone else has said to show I truly understand them? Can I challenge unkindness or bullying behaviour by standing up for others in a calm and helpful way?	Year 5 and 6 Collaboration – Mastering the art of negotiation, leadership and compromise to achieve a collective vision Aspiration – Aiming for excellence and understanding how our current efforts shape our future lives Resilience – Demonstrating 'grit' – the ability to recover from setbacks and maintain effort over a long time Empathy – Valuing diversity and taking active steps to support and include others in our community
Year 6	Can I lead a team effectively by making sure everyone has a job and feels valued? Can I put the success of the group above my own personal preference or ego? Can I demonstrate how collaborative working leads to a better result than working entirely alone?	Can I articulate my personal values and how they shape my future ambitions? Can I demonstrate the "gold standard" of effort in everything I produce? Can I explain the link between my current hard work and the life I want to lead as an adult?	Can I demonstrate grit by maintaining my focus and effort on a high-pressure task (like an exam or performance)? Can I articulate how past failures have made me a stronger and more capable learner? Can I lead others through a difficult situation by staying calm, resourceful, and determined?	Can I mediate a conflict between others by helping both sides feel heard and understood? Can I articulate how empathy helps to build a strong, inclusive community within our school? Can I demonstrate compassion by taking action to help a cause or charity that supports people in need?	

