

*‘Just fewer than one in six (17%) schools had a formalised plan or policy in place for character education.’*

Developing Character Skills in Schools, DFE Report, August 2017

## Putting Character at the Centre of your Curriculum

*‘schools cannot take over the role of health professionals and, above all, parents’*

Amanda Spielman, December 2018

*‘Thus, schools with higher evidence of character education implementation in these areas and with more total character education overall tended to have higher academic scores on all the measures used for the year prior to their application, the year of their application, and the subsequent two years, although the relationships were not strong’*

The Relationship of Character Education Implementation & Academic Achievement in Schools, September 2003

*‘Some 84% of the parents polled said it was part of the role of a teacher to encourage good morals and values in students - while 81% agreed schools should set out the core values they aimed to instil in students’*

Source: Populus for the University of Birmingham's Jubilee Centre for Character and Values, February 2015



# Putting Character at the Centre of your Curriculum

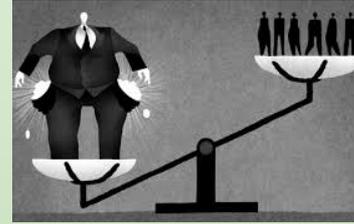


# Schools should:

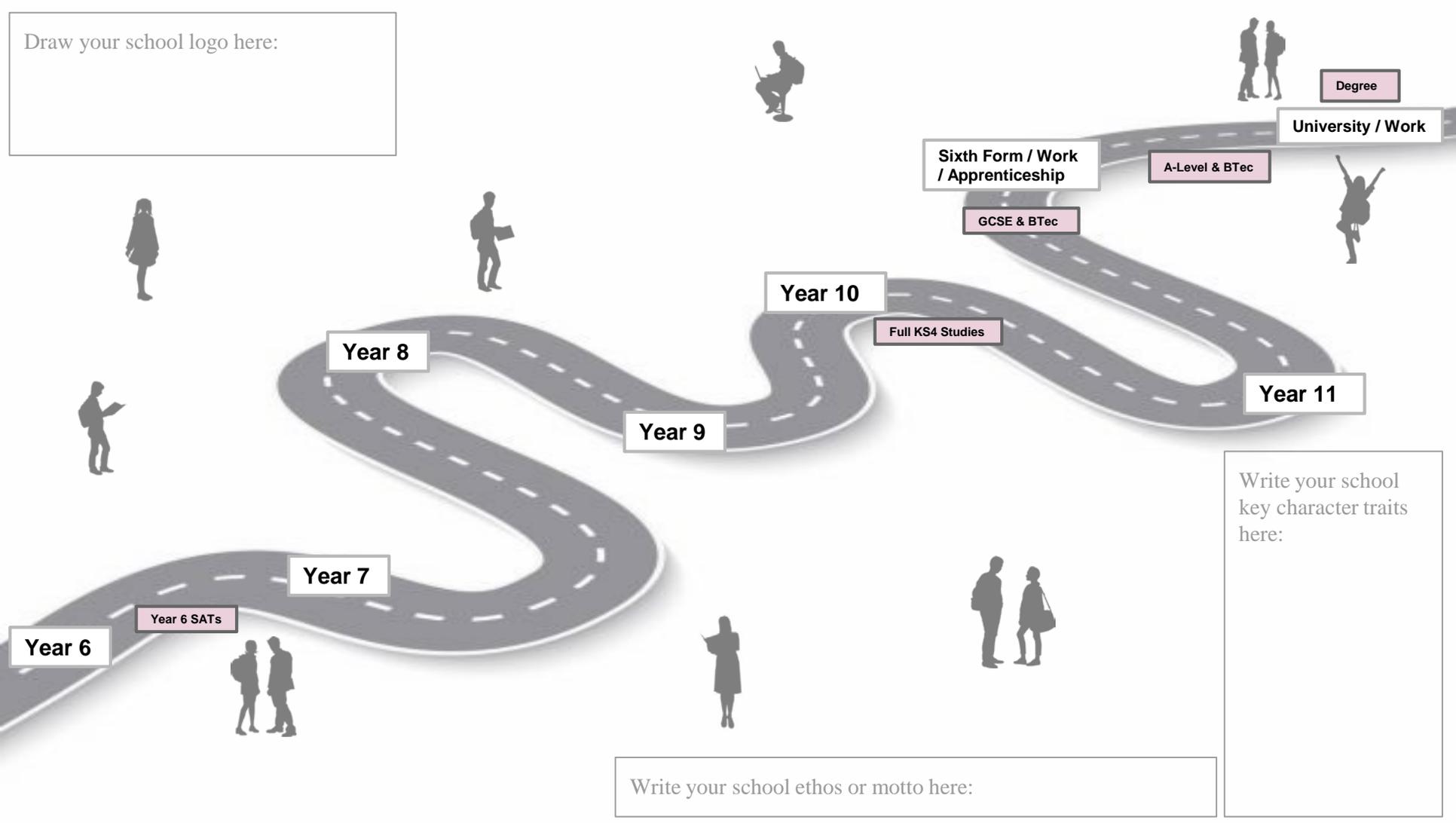
1. Solve knife crime
2. Be responsible for the fitness of young people
3. Teach yoga
4. Teach the benefits of marriage
5. Toilet train toddlers
6. Encourage organ and tissue donation
7. Diagnose and treat mental illness
8. Timetable naps for all students in secondary schools
9. Teach financial literacy
10. Teach young people about menopause



# Putting Character Learning at the centre of your curriculum



Draw your school logo here:



Year 6

Year 6 SATs

Year 7

Year 8

Year 9

Year 10

Full KS4 Studies

GCSE & BTec

Sixth Form / Work / Apprenticeship

A-Level & BTec

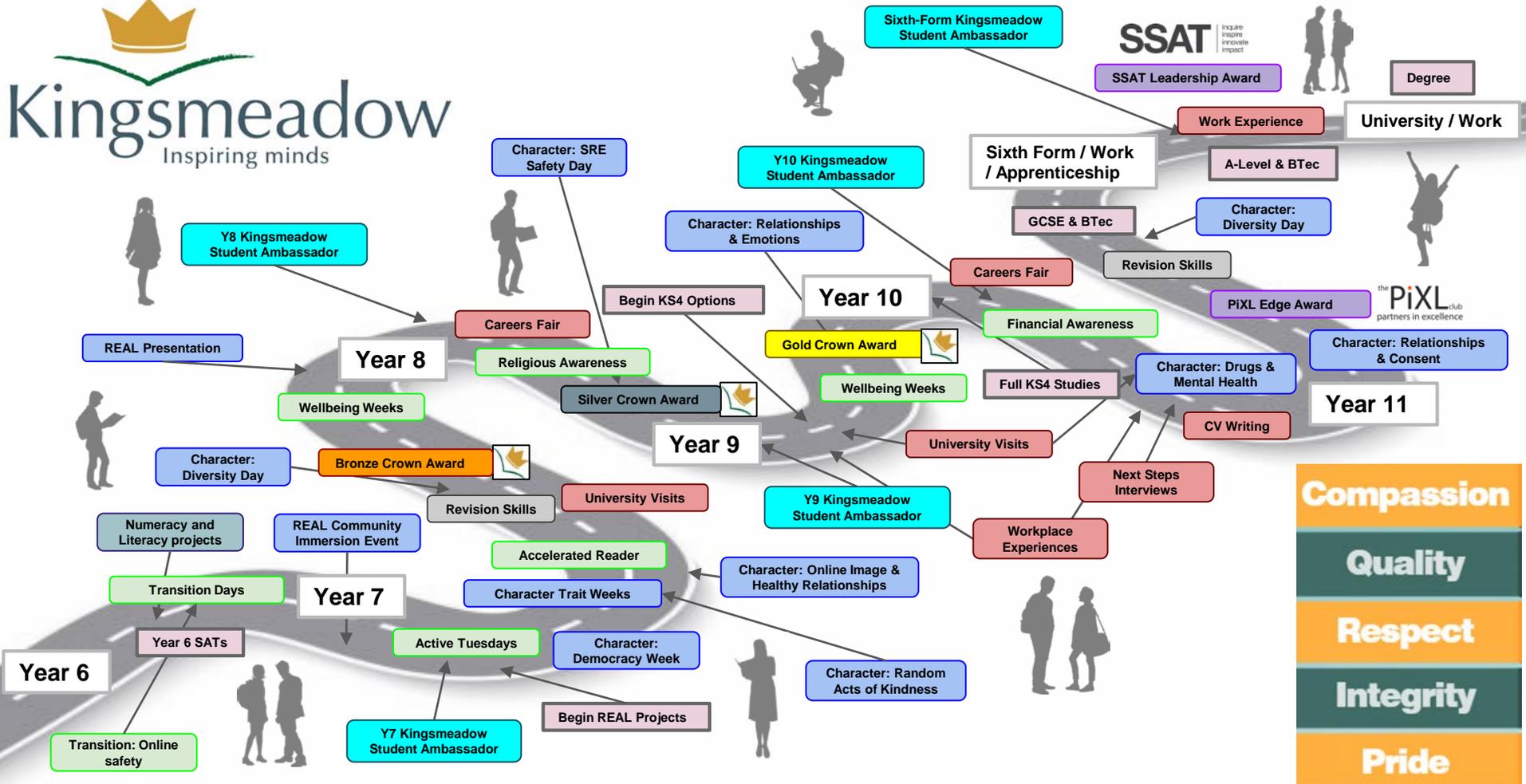
Year 11

Degree

University / Work

Write your school ethos or motto here:

Write your school key character traits here:



- Compassion
- Quality
- Respect
- Integrity
- Pride
- Courage

**The Kingsmeadow Character Learning Journey**  
*“an unrelenting focus on raising aspirations for all”*

KS3 University visits = **Quality**

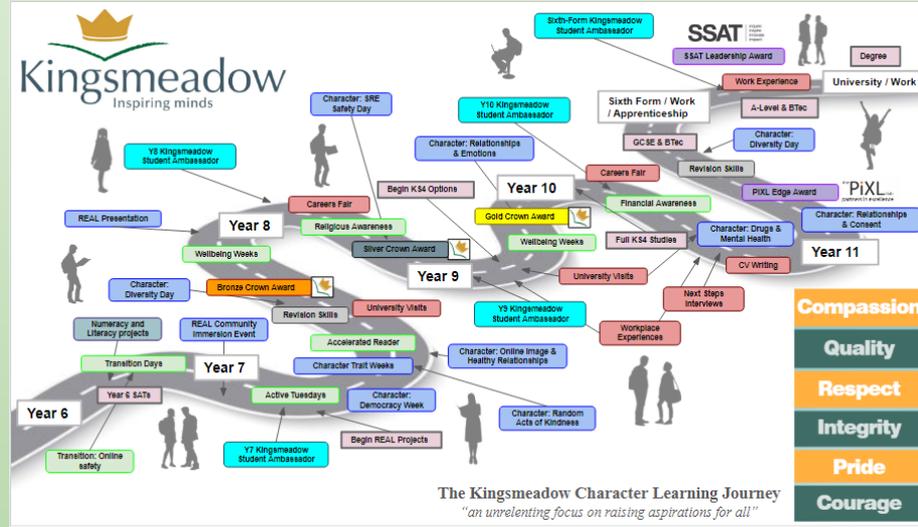
Democracy & Student Ambassadors = **Respect**

Diversity Days = **Compassion**

Random Acts of Kindness = **Compassion**

Student-Led Conferences = **Pride**

Key Assessment feedback = **Quality**



The Kingsmeadow Character Learning Journey  
"an unrelenting focus on raising aspirations for all"

Careers: work experience = **Courage**

Active Tuesday (enrichment activities) = **Courage**

Independent homework, reading and revision = **Integrity**

Crown Award = **All 6 Traits**

## KS3 Delivery of Character Learning through the curriculum

### REAL PROJECTS



- Five hours per week in years 7 and 8 (three in year 9)
- Delivers the humanities curriculum by the humanities team
- Project-Based Learning approach
- All six Character Traits rooted in every project
- Assessed both academically and through traits

# Character traits: Pride, Quality, Compassion, Courage, Integrity, Respect

<b><u>Beginning</u></b> 	<b><u>Developing</u></b> 	<b><u>Secure</u></b> 	<b><u>Excellence</u></b> 
<p>I am only occasionally proud of the work I produce.</p> <p>My work is not yet of the quality it needs to be.</p> <p>I need to become more confident in being able to speak to others or express my opinions.</p> <p>I am occasionally able to show compassion, care and empathy to others.</p> <p>I rarely take risks because I don't want to fail.</p> <p>I recognise right from wrong but I don't always do the right thing or show respect to myself, others or my community.</p>	<p>Sometimes I am proud of the work I produce.</p> <p>My work is sometimes of a good quality but not yet excellent.</p> <p>I am beginning to show confidence when I speak to others and express my opinions. I am often able to maintain eye contact.</p> <p>I sometimes display compassion, care and empathy to everyone I work with.</p> <p>I don't always enjoy taking risks and genuinely worry about failing.</p> <p>I regularly do the right thing and show respect to myself, others and my community.</p>	<p>I am proud of the work I produce.</p> <p>My work is mostly of a good quality and occasionally it is excellent.</p> <p>I show confidence when I speak to others and I am able to present to others with some eloquence.</p> <p>I often display compassion, care and empathy to everyone I work with and occasionally I try to help others with their learning.</p> <p>I often take risks and recognise that failure sometimes happens.</p> <p>I demonstrate integrity on a regular basis and I am respectful to myself, others and my community.</p>	<p>I am consistently proud of the work I produce.</p> <p>My work is always the best it can be and is never less than excellent.</p> <p>I am able to speak and present to a range of people confidently and with eloquence.</p> <p>I always display compassion, care and empathy to everyone I work with and regularly try to support the learning of others around me.</p> <p>I enjoy taking risks and understand that failure can be a valuable part of the learning process.</p> <p>I always demonstrate integrity and I am highly respectful to myself, others and my community.</p>

# REAL PROJECTS

R

rigorous

E

engaging

A

authentic

L

learning

- Pride of place
- Can kindness change the world?
- Was refuge worth the sacrifice?
- What can we learn from a difficult journey?
- Does chocolate have any virtue?

# An authentic outcome



Welcome To Our REAL Exhibition

Do You Have Pride of Place?

A Showcase of Our Northeast Heritage



**Delivery of Character Learning through the curriculum - all subjects**

Week	Mon	Tue
<b>INTEGRITY</b> 5 - 30.09.19  World Heart week (MLa)	Year 12 KA1	
	Year 7 ATL Entry	
	Year 11 One-to-One careers guidance meetings	
		Department Time CPD 3-4.30pm -
<b>PRIDE</b> 6 - 07.10.19  Black History week (EVi)	Year 11 English, Maths, Science Walkthrough week	
	Year 12 KA1 Moderation and Data Entry	
	RAP Meeting	Department Time Y12 Moderation
		CPD 3.30-4.30pm TAs (not Y7 tutors) Year 7 Settling in
<b>COMPASSION</b> 7 - 14.10.19  Wellbeing and mental health	Wellbeing Week	
	Appraisal Meetings	

SRE Sex & Relationships	SRE Drugs, Alcohol and Health	Citizenship and Financial Awareness	EPRE Diversity
<b>Integrity:</b> HT6 Year 6 (Transition) Online safety	<b>Compassion:</b> HT1 Year 7 - GoSmarter Theatre	<b>Respect:</b> HT1 - All year-groups Democracy Day	<b>Pride:</b> HT1 Year 7 - REAL Immersion Event
	<b>Integrity:</b> HT4 Year 8 - Drugs and Mental Health	<b>Integrity:</b> HT2 Year 8 - Financial Awareness	<b>Respect:</b> HT3 Year 7 - Diversity Day
<b>Integrity:</b> H-T3 Year 7 - Healthy Relationships and Online Persona	<b>Integrity:</b> HT4 Year 10 - Drugs and Mental Health	<b>Integrity:</b> HT2 Year 10 - Personal Finance	<b>Respect:</b> HT4 Year 7 - REAL Kindness Event
			<b>Compassion:</b> HT1 Year 10 - Diversity Day

# Character Learning Days

# Where else is Character Learning at Kingsmeadow?

## 1. Tutor Groups

- a. Character Day (linked to assembly and theme of the week)
- b. Cultural Capital Day

## 2. Student Ambassadors

## 3. The Crown Award

## 4. Behaviour

- a. Rewards and Sanctions
- b. Parental Reports

## 5. Student-Led Conferences (parents' evening)

# Plans: KS4 Delivery of Character

- New curriculum model has two basket 3 options subjects completed by the end of year 10 (starting 2020-21)
- This frees up four hours of curriculum time for year 11 students
- We are aiming for a significant majority of students to use this curriculum time to complete a level 2 qualification based in Character Learning (eg: GCSE Citizenship)
- Preparation work and project work will be completed through our range of Character Learning activities from years 7-10
- Appointing a new TLR position in term 1 next year: **Character Learning Curriculum Lead**

# Character Learning Curriculum Lead

(proposed)



## Role Specific Responsibility

To develop and implement a Character Curriculum incorporating Character Days and an assessed scheme leading to certification at KS4.

## Main Purpose

The development of outstanding teaching and learning, raising standards and improving student achievement at KS4 within the Character Curriculum. Ensuring programmes of learning are delivered that enables the highest levels of personalised outcomes for pupils. Also to effectively manage other staff and resources within the Character Curriculum structure.

## Specific Duties and Responsibilities

- To be responsible for the development of Character Learning for all students at Kingsmeadow School.
- Map and monitor the delivery of PSHE, RSE, SMSC, British Values and Citizenship across the curriculum.
- Manage and lead Character Days to ensure full coverage of PSHE, RSE, British Values and Citizenship for all students.
- Lead the implementation and embedding of the KS4 Character Learning qualification in year 11 (TBC from 2021)
- Develop and lead the teaching of the Kingsmeadow Character Traits in all subject areas and in tutor time, liaising with relevant staff to ensure embedding of the traits.
- Etc.
- Etc.

- *‘Diversity in the school is celebrated. Pupils of different backgrounds are very respectful to each other, irrespective of culture, religion and sexuality.’*
- *‘Pupils behave well both in and out of class. They are well mannered, polite and courteous’*
- *‘pupils were positive about the project-based humanities lessons, which they said helped them to learn about faiths and cultures other than their own. They were also positive about character days’*

**Ofsted, June 2019**

## **Self-Assessment of your Character Learning:**

 [@thembarrett](https://twitter.com/thembarrett)

Courage	Respect	Quality	Pride	Compassion	Integrity
1 point if you came to this session but didn't really want to	1 point if you listened intently throughout without heckling	1 point if you completed your school Character Learning Journey	1 point if you're thinking, "we do that better than them already"	1 point if you laughed at any of my poor quality jokes	1 point if you openly admit that you are only here for the free lunch