



CHARACTER DEVELOPMENT IN OUR CURRICULUM

How:

Through the fabric of our child led creative curriculum and social, moral, spiritual and cultural development; through involvement and the inclusion of all pupils; through relationships between staff and pupils, pupils with pupils, pupils with staff and staff with staff to create role models and to meet role models; through the children leading their learning, developing their leadership qualities and skills and sharing in the running of the school, through our vision for all round education for our pupils, through the preparation for confident individuals, responsible citizens and successful learners, through the development of life skills and attributes that tomorrows employers are crying out for, - good communication, thinking outside of the box, problem solving, able to take risks, good literacy and numeracy skills, evaluation and reflective skills, motivation, energy and drive; through creating a conducive environment for good character to flourish, now and in a fast changing future.

Why:

The former Secretary of State, Nicky Morgan introduced “character education” in 2015. “It is an investment in the future of our society, to enable better people as an outcome”.

The DfE’s definition of character traits to develop in school

Perseverance, resilience and grit; confidence and optimism; motivation, drive and ambition; neighbourhoodness and community spirit, tolerance and respect, honesty, integrity and dignity; conscientiousness, curiosity and focus.

Curriculum Opportunities for the context of Embedded Learning

School Council, Leadership Team, managing own clubs to share interests and skills, Learners to Leaders, peer tutors, Good Citizens who help give out lunches to senior citizens; Good Citizens who play games with senior citizens; charity work; choir, orchestra; leadership roles - Head Boy and Girl, Prefects; House Captains, Sports Leaders, Playground Pals, First Aiders; elections, interviewers (for teaching and other support staff roles) monitors; school performances/performing on a ‘real’ stage,/ clubs, planning lessons with teachers, leading lessons; evaluating the curriculum with teachers and on their own; generating questions to take the learning in the direction they want; managing the radio station, celebrating festivals, class assemblies, winning awards - VIP, WOW, Magnificent Magician, Headteacher’s Awards, Best Learner Award; house points, attending Woodfield House (Outdoor Education - JAZZ Awards)

Stable Relationships Programme
Rec children Risk ass outdoors

To support feeling and emotions, taking part in enterprise projects - raising money for their enriched learning trips, performing in Church, attending church services, working with artists, working with business people/contractors; learning to play a musical instrument; visiting behind the scenes at a supermarket, serving tea to visitors, visiting a restaurant to



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eat a meal, having breakfast together, taking part in 'stunning starts' and 'Fabulous Finishes' visiting places that they have never been to before, the museum, the art gallery, the theatre, the library; seeing a pantomime, meeting the actors, hiring a script writer, organising the staging of a play for an audience, writing for a performance, taking part in graduation, making films, animations, being on the nurture programme, experiencing the White Room, playing on the play parks, going to PGI for the weekend, staying overnight at 'Astley Burf' and leaving your family for the first time, the Trim Rail and the climbing wall, running the library, visiting a Norman castle, exploring Harry Potter World. going to London, visiting the Black Country Museum and the Space Museum, helping a younger child, buddying a new child, meeting Father Christmas, coming to school for the first time, changing schools, meeting your new teacher, being a monitor, helping the teacher, doing your homework every week, learning your times table, learning your letters and sounds, learning how to tie your shoe laces, to button your coat, to change for PE without losing anything, wanting to be the best at something; 1-1 lesson with a maths teacher in India over the internet, staying in at break time to finish your work, challenging your teacher, teaching your teacher something, learning something you didn't know, learning more or extra focus, and continue to produce successful learners, responsible citizens for the future and confident individuals.

Impact

"They worked very hard, some Year 6's don't have the confidence to say all that!"

"They've developed their social skills, and they've all become friends, they helped each other with their lines".

"We've seen that the first week they were all really shy but they've definitely come out of their shell".

"It was amazing; we know they were happy when we collected them, three quarters of them said "we really want to do this now".

"I'm really proud",

Quotes from the Pupil Leadership Team.

Please see Case Study below.



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A CASE STUDY ON CHARACTER BUILDING

Confidence

Our Pupil Leadership Team looked at the DfE's criteria for character building and decided to work with some year three children to develop their confidence. Their reasoning was that they were the youngest children in KS2 and therefore needed support. They approached the Year 3 Phase Leader to identify children who were very quiet and lacking in confidence.

The Year 6 children have been involved in choosing a design for the "Big Read" reading bench which was depicting the Mr Men characters. They wrote a play from the point of view of Mr Courage, Mrs Opinion, Mr Nerve, Mrs Fair, Mr Idea, Mrs Daring, Mr Enthusiastic, Mr Nice, Mrs Considerate and Mr Eager.

Between themselves the Leaders appointed a Director and Deputy Director within the Leadership Team. They showed perseverance and optimism in patiently encouraging the Year 1 children to do their best, during practices.

The final piece was performed to Mrs Rawlinson, the Headteacher, Mrs Ward, the Teaching and Learning Governor and Professor Mick Waters from the University of Wolverhampton. The leaders were actively wiling their protégé's on every step of the way showing great focus. The Year 3 children had conscientiously learned their lines and did extremely well. At the end of the play all of them indicated that before they started they were very nervous and lacked confidence.

"But they showed me I could do it" said Greg.

The Year 6 children were tremendously proud of them and told them so publicly. They were excellent role models for the younger children.

This project was managed entirely independently by Jake, Ebony, Rosa and Leah from start to finish. It incorporated the majority of those traits defined by the DfE.

It just shows that schools can develop all of these character building traits without specialist lessons.