



Character Education on a page

Impact—What?

Children are motivated, engaged and independent.

Children are keen to share virtues in action with peers/community

Our children develop as open minded, respectful, curious and reflective individuals who are aware of themselves and own character strengths and ways they need to continue to improve their own personal positive strengths.

Children understand and communicate the connections and impact that character has with their C360 learning and C360 learning has with their character development

Implementation—How?

Tree logo displays around school and in classrooms celebrate innovations in character—putting virtues into action and making a difference.

Character sought: Changemaker challenges are planned and delivered to give opportunities for virtues in action. They are recorded on digital profiles and contribute towards and annual award—with certificates and badges.

Children are recognized weekly for virtues in action (children also nominate each other) certificates are shared/worship and on seesaw

Core virtues are planned and delivered to layer with overarching themes of Stewardship, Social Injustice and Service over the year. Virtues are taught over 3 week blocks—definitions are discovered, ideas explored, children are challenged to act and reflect on each core virtue weekly.

Intent: Why?

High quality intentionally caught, taught and sought character virtues to inspire and teach children the importance of character as the foundation to all success.

Learners have opportunities to explore how ideas are linked and are encouraged to make connections. Learners are encouraged to be independent, to question, to investigate and discover, innovating thoughts and new ideas.

Awareness of themselves as Global Citizens, making links with those in the local, national and global community

Learners develop their spiritual, moral, social and personal development Virtue led learning allows children to be aware of self growth as individuals and aware of their role in society as inspiring changemakers.

Staff work collaboratively to plan and deliver character across the schools. Community involved in changemaker events and challenges. Achievements celebrated and shared with the community. Outreach with church and community links to make a positive difference. Links with EduKid to educate children on Global issues through character Ed

Relationships, displays, playtimes, school ethos all reflect character and virtues in action as character is 'caught' in positive nurturing and characterful environments

Virtues are taught in whole school worships, class worships, themed songs, visits from worship team and celebration worships

Time for children to reflect on their own personal development adding reflections to class worship diaries, back of bespoke books and digital profiles.

Inspiring changemakers past and present used as role models for character development.

Children develop as reflective individuals with well developed personal, social, emotional and moral skills who make reasoned decisions that positively impact the society in which they live.

Children seek to better themselves and have high aspirations for their futures.

Children are resilient and resourceful

Children develop intellectual and performance virtues which have a direct impact on academic success and outcomes

Children become inspiring changemakers, seeking out ways of making positive differences in their own lives and lives of others

Children are articulate in using virtue language to explore and explain their own character journey.