

Character Education at Morpeth First School



Sadie Rodway

Martin Luther King – ‘The purpose of education’

“Intelligence plus character – that is the goal of true education”

“The complete education gives one not only power of concentration but worthy objectives upon which to concentrate”



Jubilee Centre for Character & Virtues –Birmingham

Define character as –

‘a set of personal traits or dispositions that produce specific moral emotions, inform motivation and guide conduct’



The Goal for Goosehill



- To integrate and embed a whole school approach towards character education at Morpeth First School.
- To develop an outstanding character curriculum that is tailored to our own school and community
- **To achieve the Schools of Character Kitemark and become a School of Character.** (6 schools in the country achieved the award in 2020)

The Schools of Character Kitemark is awarded to schools that can *‘demonstrate that they take an explicit, planned and reflective approach to the cultivation of positive character qualities in their pupils in the interests of human flourishing’.*

**Kitemark is external validation for what I believe is already our ethos at Morpeth First School.*

Character Education and Ofsted

The 2019 Ofsted Framework places great emphasis on personal development.

The criteria for the Schools of Character Kitemark has been closely aligned with Ofsted's 2019 Inspection Framework which outlines that schools have a responsibility for

‘developing pupil’s character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they **reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.** This gives pupils the qualities they need to flourish in our society’

(p.58 Ofsted’s School Inspection Handbook 2019)

The grade of 'Outstanding'



- The school consistently goes 'the extra mile' to promote the personal development of pupils, so that they have access to a rich set of experiences
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra curricular activities, and they considerably strengthen the schools offer
- The school ensures that the participation in extra curricular activities is consistently very high, including those from disadvantaged backgrounds, so that they can all benefit from these opportunities and experiences
- The way the school goes about developing pupils character is exemplary and is worthy of being shared with others.

Character Education and Covid19



Schools are leading the character of the nation

- Character education is crucial as part of the solution in relation to the current pandemic. The development of character is central to Covid19 recovery.
- A curriculum within which character education is woven will support schools in recovering from the impact of Covid19.
- In light of the current climate, character education plays a key role in supporting and encouraging children to make the most of their potential;

Believe you can achieve

Stick with the task in hand

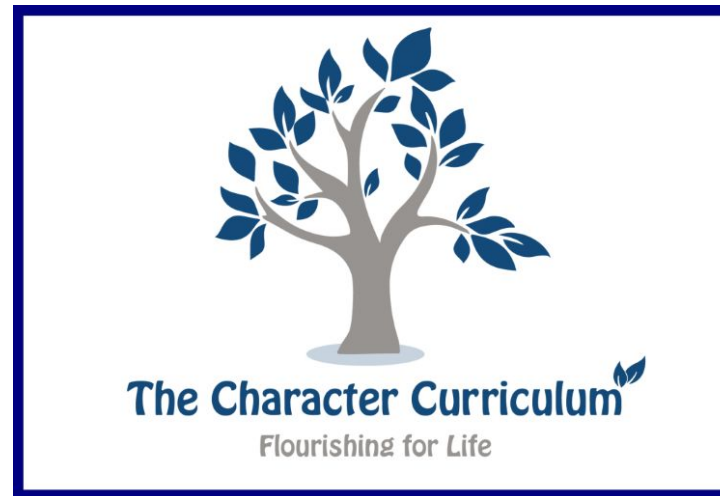
See the link to future reward

Bounce back from life's knocks.

However...

Irrespective of the new Ofsted Inspection Framework and the need for Covid19 recovery,

Character Education should be at the core of our curriculum, policies and practice and influence all decisions made within school.



The Criteria for the Kitemark



School of
CHARACTER

1. Character education is explicit in our ethos, culture and vision – *‘caught character’ – atmosphere, environment, expectations placed on both pupils and staff.*
2. Character education is explicit in both formal and non formal curriculum - *‘taught character’ – embedded within lessons, daily routines and extra curricular activities/clubs offer (post covid)*
3. Leaders and staff in school adopt a *conscious, planned and reflective approach to character education.*
4. Character education is undertaken in partnership with the local school community and parents – *connections with external organisations/individuals/role models and the opportunities these present for students to develop character.*

5 Foundations for Character Education

- The 5 core areas identified by the DfE that offer opportunity to develop character are;
 - Sport
 - Performance
 - Creativity
 - The World of Work
 - Volunteering



Our aim is to raise aspiration and offer inspiration through opportunities across these 5 strands.

How do our chosen character values fit into/across these strands?

What do we already offer?

Sport, Performance, Creativity, The World of Work, Volunteering

- Kindness
- Honesty
- Courage & Confidence
- Optimism & Gratitude
- Integrity & a Sense of Justice
- Curiosity & Critical Thinking
- Resilience & Determination
- Ambition & Self-Motivation
- Self-regulation
- Respect & Tolerance
- Collaboration & Communication with Society





Our Character Journey so far...

- New vision and school ethos set
- Agreed upon a set of Character Values that we believe our children need to enable them to thrive beyond our school gates.
- Vision, ethos and values shared with everyone in school community, all of which are understood and regularly articulated by everyone (children, staff, leadership, parents and governing body)
- Developed behavior policy and system that reflects our new ethos and communicated this to the school community - The development of character supports children's intrinsic motivation to make the right choices.

Making our character journey visible



- All classrooms to have the vision words Treasured, Courageous and Empowered displayed. Ks2 to display full vision.
- Each class to have a working wall display that reflects the value(s) of the month
- As classroom displays are changed in line with new values, work/photo's to be used to develop display's on downstairs 'Character Corridor'.
- The 'World made a Rainbow' character display outside office – (ideas please 😊)
- Through both our caught and taught curriculum, introducing and reinforcing the language of character.



Next Steps/Action Points

- Ensure our character education visible throughout school
- Sadie & Nadine to complete character audit across school at end of January to identify our current position
- Review balance of caught and taught provision, ensuring explicit teaching of character virtues throughout lessons such as PHSE, RHSE, RE and other curriculum subjects.
- Review/develop our extra curricular offers and produce a provisional plan to promote our chosen virtues (post covid). Staff to consider what they could/would like to offer in terms of clubs.
- Introduce time for personal reflection – individual journals? Utilising focused time to reflect on the weekend/previous week. Time and opportunity to promote and encourage positivity moving forward at the beginning of a new week. (PHSE lessons to be moved to Monday mornings)
- Use directed time to explore Jubilee Centre website and the key resources they can offer including guidance and resources for teaching character through specific subject areas (subject managers to explore).

<https://www.jubileecentre.ac.uk/1610/character-education/teacher-resources>

- Folder also available on staff shared under 'Character Education' – being developed.