

Character in Action Curriculum Map 2023-2024



| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 |
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| Year 7 | <p>Working positively with others</p> <p>Students will be taught how to approach working with others with open mindedness, respect and curiosity. Students will be taught how to break down barriers to working with others and how to</p> | <p>Discovering self, ambition and growth mindset</p> <p>Students will evaluate their strengths and areas for development with regards to their character. Students will be taught about the science behind growth mindset and how resilience is key to developing this. The</p> | <p>Managing big emotions and self-regulation</p> <p>Students will learn about how to identify amygdala hijacks and how to self regulate and respond following them. Students will learn about the science behind positive thinking and gratitude and practise this whilst evaluating the effect it has on their emotions over time. We will look at how we can calm our nervous systems and the importance of doing this</p> | <p>Discovering self and the power of integrity.</p> <p>Students will consider what their values are and will understand how these underpin their character and can act as anchors in challenging circumstances. Through this, students</p> | <p>Confident speaking and respectful listening</p> <p>Being able to speak articulately and confidently is a key skill for life. In this term, students will learn how to use their bodies and voices to convey</p> |

confidently communicate, including how to introduce themselves confidently and how to assert themselves courteously. The power of positivity and respectful listening will be examined so that students can internalise why we show respect and positivity when working with others. We analyse the foundations of a respectful relationship and how listening well to others can promote respect and trust.

nature of perseverance and resilience will be explored with a focus on how to develop these virtues. Students will consider what kind of person they want to be and what their 'hopes and dreams' are for their lives. Through the creation of dream boards and 'their sentence', the latter of which serves to encapsulate their hopes and dreams for themselves, students will be encouraged to 'reach for the stars' and 'think big' when it comes to what they could achieve in their lives.

for developing self-control and good mental health. Students will learn that 'all feelings are ok' and will explore different coping mechanisms when experiencing stress such as journaling, thought-challenging, positive affirmations and mindfulness. Students will also understand that there are things that are within their control, and things that are not, and being able to differentiate between the two is key for good mental health. By having an 'emotional toolkit', we can help to manage big emotions, keep ourselves healthy, and self regulate.

understand what it means to have integrity and how this virtue can link to self-esteem and pride. Students will examine a range of scenarios where the outcomes are determined by the level of prudence that a person might show and how this can impact self and others. Safety online will feature as a topic here. Students will learn how to assert themselves respectfully, how to manage and de-escalate conflicts, and the power of compromise.

What we ingest becomes part of who we are.

confidence and approachability. Students will learn how to deliver a persuasive speech through the 'balloon debate' task, whilst simultaneously examining aspects of good character from a list of famous people who have accomplished great things and/or spent their lives helping others.

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| <p>Character Virtue(s)</p> | <p>Respect: We examine what respect actually means and how we can show it to other people. We also look at how good character is demonstrated by behaving in this way during challenging encounters.</p> <p>Self-confidence: is taught by equipping students with the means to introduce themselves and assert themselves when working with others, especially those that they do not know well.</p> <p>Positivity: students will explore the power of speaking and acting positively when working with others and how this</p> | <p>Kindness to self: students will learn how to be kind to themselves and how to look after their own mental health.</p> <p>Self-control: through self-regulation students will learn to develop self-control.</p> | <p>Self-awareness: students will curiously explore what makes up their character and in doing so, will become more self-aware.</p> <p>Integrity: students will learn how a person's own values underpin this virtue and to feel a sense of pride when they are able to employ it as it is a sign of strength of character.</p> | <p>Ambition: through 'dreaming big'.</p> <p>Growth mindset: students will understand the neuroscience behind how our brains grow and thus discover that, with effort, skills and virtues can be profoundly developed at any stage of life.</p> <p>Resilience: students will explore how self-regulation, growth mindset and positivity are all interlinked with this virtue.</p> | <p>Self-confidence: when speaking in front of others.</p> <p>Courage: as for many student speaking so publicly in front of others will involve working outside of the comfort zone.</p> <p>Respect: as students will be required to listen to and respond to the work of their peers.</p> |

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| | can foster good relationships. | | | | |
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| Key assessments | Students will self-assess throughout the course using journaling and the outcome: by the teacher to inform their thinking. This is central to a metacognitive approach internalise their strengths and areas for development and learn to think independently with confidence. | | | | |
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