# Character Education Statement

**Amended**

| | | |
|---|---|---|
| **September 2022** | **September 2025** | |
| **September 2023** | | |
| **September 2024** | | |

Striving for excellence, caring for all
Within a loving and caring Christian environment

**Our Vision**

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can." **John Wesley**

**The Importance of Character Education**

Character Education is not new but it is complex with many overlapping facets. It is for this reason that Character Education can be found embedded in all aspects of school life from our Collective Worships to our excellent co-curriculum as well as through discrete and direct teaching. Education for character is integral to the work of our school. There is no tension between a rigorous and stretching academic education on the one hand and outstanding wider personal development on the other. We also describe this as 'Rigour with Care' and we all work together using 'Lessons from the Geese'. Abbey Academies Trust has a well-established curriculum for SMSC, RSE, Mental Wellbeing and Behaviour all of which is underpinned by 'Character Education', enabling children to flourish.

Research suggests that there are enabling character traits which can improve educational attainment, engagement with school and attendance. A literature review for the Education Endowment Foundation and Cabinet Office found that:

- High self-efficacy, or self-belief, is associated with better performance, more persistence and greater interest in work;
- Highly motivated children (linked to tenacity) driven internally and not by extrinsic rewards show greater levels of persistence and achievement;
- Good self-control (or self-regulation, the ability to delay gratification) is associated with greater attainment levels; and
- Having good coping skills (part of being able to bounce back) is associated with greater well-being

It is with this in mind that Abbey Academies Trust has developed the approach- outlined below- to support our pupils character development. All of this work is closely intertwined with the following embedded elements of our behaviour policy, curriculum and SMSC provision: 3Rs, UNICEF Rights, British and Christian values, Hi-5 and Lessons from the Geese.

**Intent**

## 'Be the best they can'

Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can.

This UNICEF article is closely linked to our whole Trust vision, helping all pupils to '**fulfil their potential'** and flourish. Our approach enables all pupils understand what the complex subject of 'character' is and actually means to them.

**We aim for our pupils to:**

- **flourish**, developing their own individual strengths and talents
- become **thoughtful, open-minded, resilient and compassionate human beings** who have the knowledge, skills and motivation they need to bring about positive transformation in the world
- make **reflective and informed decisions** in order to improve their mental, emotional, social and physical wellbeing, within a healthy lifestyle
- experience the motivation of challenge and the enjoyment of achievement
- through self-control, keep themselves and others safe including when online

- Develop a sense of spirituality that encourages self-reflection, compassion, and a deeper connection to the world around them

**Implementation: How do we do this?**

Character Education is explicitly taught to our children through a rolling programme of 6 core character traits which we believe form a basis to forming well-educated and rounded young adults ready to take their place in the world.

Our pupils focus on this list of core traits, guided by the Character Education Framework. This is on a rolling programme of 3 traits per year. These are:

| Year A | Year B |
|---|---|
| Term 1 and 2- motivation | Term 1 and 2 - self-belief |
| Term 3 and 4- self-regulation | Term 3 and 4- integrity |
| Term 5 and 6 - resilience | Term 5 and 6- empathy |

There are a multitude of other opportunities provided to our pupils allowing them to explore, express, define and develop their character, which will help them to build the skills they need for motivation, self-regulation, resilience, self-belief, integrity and empathy by continually reinforcing them ensuring they are 'lived out' every day.

These include (this is not an exhaustive list):

- Collective Worships
- a palette of choice homework, covering a wide number of areas and allowing the children to express themselves in creative and individual ways
- whole school days linked to the value/trait of the term
- curriculum
- UNICEF rights
- British Values
- discussion with children
- competitions- internal and external
- displays
- co-curricular (clubs)
- residentials
- visits and visitors
- Inspire +
- oracy – debating/thoughts/opinions
- engagement with the local, national and global community
- Agents of Change (links with community/Cedars etc)
- pupil voice- a wide variety of councils and teams
- responsibilities such as: tour guides, play leaders, peer mediators etc

**Pupil Voice**

The Student Council are integral to delivering these opportunities as they pose a key question on the trait of the term for discussion in class meetings. This might be around how that trait can help the children to be the best they can be or how can the school help them to develop this trait. They set the class challenges to provide evidence of their discussions or how they have shown this trait. The Student Council also works along with the many other councils, ambassadors and pupil voice groups in school to ensure that these character traits are constantly displayed and reflected upon.

**Displays**

Across the Trust our Character Education displays focus on the traits of the term entitled linking to UNICEF Article 29. They highlight examples happening in school/locally/globally with key celebrities/sports personalities/activists inspiring the children with examples of that trait. Links are made to Christian Values, British Values and UNICEF rights on the display along with the challenge questions from Student Council.

This policy statement should be read in conjunction with:

- SMSC policy
- British Values policy
- Teaching, Learning and Curriculum policy
- Behaviour and bullying policy
- Collective Worship policy
- PSHE overview
- PSHE Curriculum Statement and Rationale