



## **CHARACTER EDUCATION CURRICULUM**

### **OVERVIEW**

*~ putting Christian & universal values at the heart of our curriculum ~*

#### **INTRODUCTION**

Our bespoke curriculum has been developed to ensure that 'Character Education' is embedded across the curriculum. Character Education is the wider personal development of a child beyond the academic education they receive in school. Character education is about the important life skills children need to learn for their spiritual, moral, social and cultural (SMSC) development. It aims to instil in pupils a number of key characteristics and values which will help them in their adult lives. Through Character Education, children will develop care and respect for themselves and others; this important part of education is all about equipping children with skills that will set them up for successful adult lives. Equality and equity are important components of character education.

Morals and values are key parts of character education. Children will learn about considering right and wrong, making informed decisions, exercising empathy, and reflecting on their thoughts and actions. These skills will help children consider:

- what role they play in their community
- how they can contribute to society
- how they belong in their community

Character education is important for many reasons. Educating a child about character development is essential to improve their emotional wellbeing. Character education also provides children with the best chance to be a successful adult, by equipping them with the skills to become a happy and productive member of society. Furthermore, character education can help children become more successful academically.

Character education is not about one specific lesson to teach these skills; it is about weaving these important points into daily school life. Interactions with teachers throughout the school day should always keep these points in mind, as a child will learn about character indirectly through the main people in their lives. A whole-school ethos, a strong home/school partnership and a carefully planned curriculum are all very important for character education.

This document expands on our 18 key values which are embedded within our curriculum and outlines how teachers may weave character education across different aspects of the curriculum.

**KEY STAGE 1 – core / foundation values**

VALUE	TOPIC FOCUS	EMBEDDED in CURRICULUM	PERSONAL REFLECTION
<b>LOVE</b>	Humans & Animals	<p><b>RE:</b> The wonder of creation / the natural world – how can we love / look after the planet? How did Jesus show love? Love and commitment - Hindu &amp; Christian Weddings.</p> <p><b>HIST:</b> People from history who show love for people and animals: Mary Seacole, Florence Nightingale and Edith Cavell (Nursing) Dian Fossey and Steve Irwin (Animal Conservation).</p> <p><b>ART:</b> Self-portraits – recognising and celebrating what makes us unique; learning to love ourselves / positive self-image.</p>	<p>What does love feel like?</p> <p>Who / what do I love and why?</p> <p>How do other people show they love me?</p> <p>How do I show love?</p>
<b>HOPE</b>	Exploration & Explorers	<p><b>RE:</b> Hope in the Bible – The Story of Noah’s Ark. Hope for the future and belief in life after death - Christian ideas about Heaven &amp; Hindu Reincarnation.</p> <p><b>HIST:</b> The lives and emotions of famous explorers such as Columbus, Livingstone, Scott and Bear Grylls. The importance of hope and optimism when things get tough.</p> <p><b>GEOG:</b> Weather and climate – human hopes for weather needed (e.g. for plant growth); hope for changes in weather (e.g. in extreme weather conditions such as floods / droughts).</p>	<p>What are my hopes and dreams – for me / for the world?</p> <p>Why can it be hard to feel hopeful / optimistic?</p> <p>How can I stay optimistic / positive / happy?</p> <p>Why does positive mental health &amp; wellbeing matter?</p>
<b>KINDNESS</b>	Playtime & Friendship	<p><b>RE:</b> Kindness in the Bible – the Good Samaritan. Jesus as a friend and role-model. Christians who show kindness – Mother Teresa. Kindness in Hinduism - duty (Dharma).</p> <p><b>ART/HIST:</b> Showing friendship in art - Pieter Bruegel the Elder &amp; LS Lowry.</p> <p><b>DT:</b> Making toys to play with friends – puppet (sewing) and wind-up toy.</p> <p><b>ALL SUBJECTS:</b> teamwork / cooperation; being kind / thoughtful when responding to people’s contributions or making peer assessment comments.</p>	<p>How do I show kindness to other people?</p> <p>How do I feel when people are kind to me?</p> <p>Why are people unkind to others?</p> <p>What should we do if someone is unkind to us / a friend?</p> <p>What is the difference between being unkind and bullying?</p>

VALUE	TOPIC FOCUS	EMBEDDED in CURRICULUM	PERSONAL REFLECTION
<b>FORGIVENESS</b>	Remembering the past	<p><b>RE:</b> Bible stories which show forgiveness – Jonah / the prodigal son. Understanding that God forgives us; we all make mistakes.</p> <p><b>HIST:</b> Reflecting on my past – when have I had to forgive someone? Events beyond my / living memory linked to forgiveness: the Great Fire of London, Bonfire Night &amp; Remembrance Sunday</p>	<p>What is forgiveness?</p> <p>Why should I forgive people?</p> <p>When has someone forgiven me?</p> <p>What does ‘forgive &amp; forget’ mean?</p> <p>Why is it important to remember things from the past?</p>
<b>PEACE</b>	The wider world	<p><b>RE:</b> Moments of peace in the Bible – Daniel / Jesus calms the storm. Hindu and Christian ideas about God and prayer. The role of peace in worship / faith.</p> <p><b>SCI:</b> Finding peace in nature – the importance of plants to well-being.</p> <p><b>GEOG:</b> Finding peace in nature – different places and landscapes.</p> <p><b>ART:</b> Finding peace in art – sculpture.</p>	<p>What does peace feel like / mean to me?</p> <p>When do I feel peace?</p> <p>Why is peace important to me / the wider world?</p> <p>How could we help others feel peace?</p>
<b>TRUST</b>	Places & Buildings	<p><b>RE:</b> Stories of people who show trust in God. Putting your trust in God – baptism. Special places for Christians and Hindus. Trust within a church / temple community.</p> <p><b>SCI:</b> Materials and their properties / uses – trusting materials used to make things.</p> <p><b>ART / GEOG:</b> Famous buildings and landmarks around the world / works of famous architects – trusting the design and construction is safe.</p> <p><b>DT:</b> Structures – how can we trust they won’t fall down?</p>	<p>When have I put my trust in someone?</p> <p>Who do I trust and why?</p> <p>Am I trustworthy? How can I show it?</p>

**Lower KEY STAGE 2 (Y3/4) – intermediate values**

VALUE	FOCUS	EMBEDDED in CURRICULUM	PERSONAL REFLECTION
<b>PATIENCE</b>	Archeology & rocks	<p><b>RE:</b> Patience in faith - 4<sup>th</sup> Pillar of Islam (fasting) &amp; Eid; Advent (waiting for Christmas); patience in our lives - the journey of life.</p> <p><b>SCI:</b> formation of rocks and fossils over time</p> <p><b>HIST:</b> life before machines and technology – having patience to build (e.g. Stonehenge)</p>	<p>Why is it so hard to be patient?</p> <p>Why do I need to be patient?</p> <p>Could I cope without technology? Why?</p> <p>How would life be better without technology?</p>
<b>CHARITY</b>	Outlaws / Robin Hood	<p><b>RE:</b> Christian teachings of charity. Christian Aid and Islamic Relief (3<sup>rd</sup> pillar of Islam).</p> <p><b>SCI:</b> environmental charities – trying to address negative human impact on the environment and living things.</p> <p><b>HIST:</b> changes in social history - crime and punishment.</p>	<p>Why should I give to charity?</p> <p>Which charity/s are special to me? Why?</p> <p>Why is charity needed?</p> <p>Is prison the best form of punishment?</p> <p>How should we punish people who break the law?</p>
<b>FAITH</b>	Early Christianity	<p><b>RE:</b> Showing faith - Christian Pilgrimage and Hindu Hajj. Faith expressed through art.</p> <p><b>SCI:</b> ‘dark is the absence of light’ – how does the science link to ideas of faith?</p> <p><b>GEOG:</b> Routes / journeys of famous pilgrimages.</p> <p><b>HIST:</b> Christian conversion</p>	<p>What is faith?</p> <p>How do different people show their faith?</p> <p>Why is pilgrimage special to different faiths?</p> <p>What makes people believe in a faith?</p> <p>Does it matter if I don’t believe in God / have faith?</p> <p>What does it mean to have ‘faith in yourself’?</p>

VALUE	FOCUS	EMBEDDED in CURRICULUM	PERSONAL REFLECTION
<b>THOUGHTFULNESS</b>	Viking Journeys & Settlement in UK	<p><b>RE:</b> Worship &amp; Prayer: The Lord’s Prayer and the Second Pillar of Islam (Salah).</p> <p><b>HIST:</b> Viking myths &amp; legends</p> <p><b>ART:</b> Ceramic design through time – how artists reflect the thoughts of their time.</p>	<p>What does it mean to be thoughtful?</p> <p>Am I a thoughtful person? Why?</p> <p>How could I be more thoughtful?</p> <p>What does prayer mean to me?</p>
<b>HONESTY</b>	Natural Resources	<p><b>RE:</b> Inspirational people of the Christian Faith and Muhammad (Islam)</p> <p><b>HIST:</b> The Industrial Revolution – is history being honest?</p>	<p>Am I an honest person?</p> <p>Why is it important to be honest?</p> <p>How do other people show they are honest?</p> <p>Is history always honest/truthful? Does it matter?</p> <p>What is ‘fake news’?</p> <p>Do we value honesty anymore?</p>
<b>CURIOSITY</b>	Space Exploration	<p><b>RE:</b> Understanding opposing opinions - Christian &amp; Humanist Values; finding out the teachings of the The Bible and the Qu’ran. Asking and answering big questions.</p> <p><b>SCI:</b> Being curious in the world around you – exploring forces &amp; magnets.</p> <p><b>HIST:</b> Curiosity – how did it lead to space exploration?</p> <p><b>ART:</b> Artists showed curiosity and defied conventions - Abstract art</p> <p><b>DT:</b> how do pneumatic systems work?</p>	<p>Am I a curious person?</p> <p>What do I want to find out about?</p> <p>What are the big questions I want to ask?</p> <p>Who / what / where / when / why – what are the best questions to ask?</p>

Upper KEY STAGE 2 (Y5/6) – ‘digging deeper’ - complex values

VALUE	FOCUS	EMBEDDED in CURRICULUM	PERSONAL REFLECTION
<b>PERSERVERANCE</b>	Greek / Roman endeavors	<p><b>RE:</b> people who show perseverance in The Torah and The Bible (Bible Heroes)</p> <p><b>SCI:</b> Scientists who persevered – finding out about space and gravity</p> <p><b>HIST:</b> Greek / roman achievements due to perseverance</p> <p><b>DT:</b> Greek / Roman inventions and machinery</p>	<p>What is perseverance?</p> <p>Why is it important?</p> <p>How would life be different if people had not persevered in the past?</p>
<b>GENEROSITY</b>	Food & Farming	<p><b>RE:</b> Gifts of food / sharing food - The Last Supper and Communion; Jewish Food Laws and Kosher Food</p> <p><b>GEOG:</b> Land Use and economic activity / Trade links – is it fair?</p> <p><b>HIST:</b> British colonies – The Empire and Commonwealth – did we show generosity to countries within the Empire?</p>	<p>What does it mean to be generous?</p> <p>How can I be more generous?</p> <p>What would change if everyone was more generous?</p>
<b>EMPATHY</b>	Modern Africa Ancient Egypt	<p><b>RE:</b> Leaders &amp; Teachers who show empathy - Jesus and Moses</p> <p><b>GEOG:</b> developing our empathy for others – understanding life in modern Africa</p> <p><b>HIST:</b> developing our empathy for the past – understanding Egyptian beliefs (e.g. after-life)</p>	<p>What is empathy?</p> <p>What is it important to show empathy?</p> <p>How can I show empathy?</p>

VALUE	FOCUS	EMBEDDED in CURRICULUM	PERSONAL REFLECTION
<b>LOYALTY</b>	Kings & Queens	<p><b>RE:</b> Loyalty to God; following The Ten Commandments; Yom Kippur (Day of Atonement)</p> <p><b>SCI:</b> family loyalty - Inheritance &amp; blood lines</p> <p><b>HIST:</b> Loyalty to the king / queen (and their faith)</p> <p><b>ART:</b> Royal portraits – how artists showed loyalty through the portraits of the king / queen</p>	<p>What is loyalty? How do you show loyalty?</p> <p>Is it always right to be loyal?</p> <p>Why should you stand up for what is right?</p>
<b>REFLECTION</b>	Mayans	<p><b>RE:</b> Why are some artefacts special? - Jewish Artefacts (Shema &amp; Mezuzah; Tefillin &amp; Prayer Shawl); reflecting on Christian Imagery – the story of Narnia</p> <p><b>SCI:</b> using reflection in science - classifying living things; understanding adaptation and evolution</p> <p><b>GEOG:</b> how is the South American landscape similar / different to our local landscape?</p> <p><b>HIST:</b> reflecting on Mayan culture – how is it similar / different to other historic cultures we have learnt about?</p>	<p>Do I give myself time to reflect?</p> <p>Why is it important to have time / space to reflect?</p> <p>What helps me reflect / relax?</p> <p>What can I learn from reflecting on the past or different cultures / beliefs?</p>
<b>TOLERANCE</b>	Fairgrounds	<p><b>RE:</b> Jesus showing tolerance; what the bible says about money / wealth; respecting differences in belief and practice - Jewish Shabbat; Expressing Spirituality in different ways</p> <p><b>SCI:</b> Light / sound – sensory tolerance; understanding sensory differences (e.g. migraines, epilepsy, autism etc)</p> <p><b>HIST:</b> History of fairgrounds and travelling communities – prejudice against travelling communities and importance of tolerance</p>	<p>What is the difference between tolerance and acceptance?</p> <p>Why should we accept people who are different from us?</p> <p>What would it be like if we were all the same?</p> <p>What is prejudice? What should I do if someone is showing prejudice?</p>