



**THE ST. MARY'S  
PARTNERSHIP**

# Character Curriculum Guide



**ENGAGEMENT ERIN**



**COMMUNITY CHLOE**



**OPPORTUNITY OLLY**



**INDEPENDENT ISLA**

Personal Development Matters



# CHARACTER CURRICULUM

## Intent

The Character Curriculum is designed to develop specific qualities, skills and attributes that we know will support our young people to become well-rounded individuals in society.

Character development and education has never been so important - especially as children continue to navigate out of the COVID pandemic. It complements our Partnership objectives - working to consider: community, spirituality and deepening children's beliefs.

Leaders have worked with pupils to define five-character heroes who underpin our ethos and culture - they represent fully the pupils attending our school as well as the character virtues we are trying to instil. We utilise our Character Heroes Curriculum through, Spirituality, PSHE, Citizenship and our wider development of behaviours for learning and for life!

Around the school you will see visual reference to our character heroes as a reminder each day - to all children - of who we are striving to be. The characters have been designed by our school and are bespoke to schools within the St Mary's Partnership.

### Underpinning the character education into everyday life:

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The characters are interwoven into pupil life in a variety of ways:

- Through SMSC and strong ties with the wider curriculum to ensure that pupils make meaningful links to the character traits and pursue them in their everyday lives.
- They are representative of our student body - therefore characters of virtue who we expect pupils to know and recognise as 'peers' in the student body. E.g. *'Are you demonstrating work like Independent Isla would, now?'*
- The vertical tutoring system builds knowledge and reciprocity between the characters and activities planned for pupils to learn life-skills. This includes: meditative support for pupils to learn, develop and experience new ways of dealing with situations inside and outside of school. Or the opportunities granted through links to Opportunity Olly - such as the university link work and mentoring.
- Challenging discrimination, harm to diversity or breaking the fundamental British Values. We use the characters to underpin that work to bring to our children's lives a necessity to become active and strong local citizens.
- To ensure that pupils have role models, who may not exist in their ordinary lives, for whom they can be proud and aspire to be like in the future. Given our context, it's so important that these characters are accessible and relevant.

# Implementation

***“In the end, it is the person you become, not the things you achieve, that is the most important”.***

Les Brown

The Characters of the St. Mary's Partnership

Character Hero	How do they help build character?
 <p><b>COMMUNITY CHLOE</b></p>	<p><b>We teach our children the importance and responsibility of being a member of a community.</b> We live in Southampton, a bustling, highly populous city. We are a very diverse mix of people. We also belong to our school community, and we are developing a love of helping on another. We have strengthened our work in the wider community - and our responsibilities to our older citizens. We now have a intergenerational club, that takes place monthly.</p>
 <p><b>INDEPENDENT ISLA</b></p>	<p><b>A continuing focus for us is developing greater independence - especially important since COVID-19 and the lockdown.</b> We know that some parents and carers are still very anxious and so we are helping children to recognise their need for independence. We are achieving this through our extensive trips and visits - including a trip to London. In school, we want children to take calculated risks - being independent on residential trips, trying and joining new clubs, learning from past mistakes.</p>
 <p><b>OPPORTUNITY OLLY</b></p>	<p><b>Opportunity is sometimes a hard thing to SEE, especially when we may live in difficult circumstances that skew our view of what might exist around us.</b> We are supporting children to open-their-eyes and to see beyond the local vicinity. We do this through links to the University (IntoUni), Careers Education and meeting professionals who grew up in our local area.</p>
 <p><b>MINDFUL MOHAMMAD</b></p>	<p><b>Mindfulness and understanding how our body reacts to situations helps to build mental resilience in our children.</b> Our school approach to mental well-being starts in our foundation and principles of nurture. We encourage children to make the right choices and to be reflective. We practise mindfulness techniques to help provide them deal with situations in and out of school.</p>
 <p><b>ENGAGEMENT ERIN</b></p>	<p><b>Engagement is the key to unlocking academic potential and behaviour.</b> We want children to develop a passion for learning, to be enthused and motivated. In order to develop these behaviours - we need to support children to understand themselves AS a learner - we call this pupil agency. Through Engagement Erin, children have a reminder to have a go and to follow the school's motto to: "be the best version of yourself".</p>

## Curriculum Areas and Year Group Specific Goals

Character Challenge	EYFS	KS1	LKS2	UKS2	Next phase ready..
Facing challenges	<p>New experiences are new challenges for EYFS children who are starting school. Challenges they face within a supportive environment include knowing their new routine, getting along with others including new adults, becoming independent with their own hygiene needs, changing for PE, developing a responsibility for their own things, PE and learning and how to keep themselves and others safe. Children are supported in facing these new challenges through daily adult support, weekly Forest school and making their own risk</p>	<p>Challenges to childrens' personal, social and emotional development are in focus as children move from EYFS to KS1 and they adapt to the new routine and more structured timetable. New subjects present a challenge also. Year 2 children face the challenge of being leaders and supporting the Year 1's. They begin to self-evaluate against the learning objectives in lessons across the curriculum, supported and modelled by adults.</p>	<p>Challenges to childrens' personal, social and emotional development are a focus as children move from KS1 to KS2 and they adapt to the new routine. New subjects present a challenge also. Year 4 children face the challenge of being leaders and supporting the Year 3's. In lessons, children are involved in self evaluating their progress, editing their own work, using success criteria to check their attainment and in setting themselves next steps. They begin to self reflect on their own progress and understanding in life</p>	<p>Children now rise to the challenge of becoming leaders. They take a greater responsibility for their own learning and success across the curriculum and in life skills also, completing their Shine award through their own motivation. Residential trips in both years take children away from home, a challenge in itself. During their stay they face challenges of a varied nature. Year 6 children also face the challenge of end of year tests, then preparing for the new challenges of secondary school and moving on.</p>	<p>By exposing children to challenge and learning from the lives of others we hope to promote high aspirations in our pupils.</p>

## Curriculum Areas and Year Group Specific Goals

Character Challenge	EYFS	KS1	LKS2	UKS2	Next phase...
Learning from the lives of others	<p>Children begin to learn about events and feelings of others by exploring traditional stories and characters, learning from the lives of fictional characters. (Once upon a time). They learn about some of the beliefs and experiences of others through exploring celebrations of Christmas and Diwali (Zap) and Chinese New Year (What a wonderful world). They also learn from the lives of Bible story characters, with a focus on PSE (The Gruffalo and other stories).</p>	<p>Children move on to learn from the lives of people from the past, exploring their impact and what they can learn from them, such as Grace Darling's bravery and courage (Seaside Rescue) and the life of Jesus, his teachings and how Christians follow his example. Children also develop a sense of their community as they learn about historical local characters including Edward Bright. In Collective Worship there are many opportunities to learn from other people, linked to the Collective Worship theme.</p>	<p>Children continue to learn new skills from others, joining a range of new clubs including signing club. They learn from famous people from the past, such as learning about perseverance, courage, self sacrifice and determination through finding out about Scott and Amundsen and the race to the South Pole (Antarctic Adventure), and learning about perseverance and determination through the life of Howard Carter (Tomb Raiders) They learn from the lives of local people too, Brythnoth and Boudicca, their courage, leadership and sense of what is right. (Invaders and Settlers).</p>	<p>Children learn skills from the lives of others. For example, Tim Peake and other astronauts (Sun, Moon, Stars) as well as groups of people such as the Victorians (The Empire). They learn about determination, perseverance and community spirit during through studying the Second World War (We'll Meet Again). They continue to learn from the life of Jesus and other Christians around the world and how they support others, and learn from the life of a Parish Priest.</p>	<p>Learning from the lives of others</p>

## Curriculum Areas and Year Group Specific Goals

Character Challenge	EYFS	KS1	LKS2	UKS2	Next phase...
Promoting high aspirations	<p>Children are introduced to Enrichment homework in the first term where they are encouraged to explore their Godgiven talents in a range of subject areas. High aspirations of them as learners and people begins in EYFS, with children exploring how to lead a healthy lifestyle (Gruffalo and other stories), how to use the internet safely (People who help us) and to develop a knowledge of the wider world (What a wonderful world). They also begin to see their own potential as they explore their own success and what future roles they could have, both in school as they look to move into KS1 and as people of the future (People who help us, visitors and role play).</p>	<p>Children learn more about the world around them and their part in it through visiting other diverse local schools and learning about Vinjeru school in Zambia, encouraging aspirations to be a successful part of the community. They have visits from the RNLI, learning about keeping themselves safe and about other emergency services. High aspirations to be successful online and as healthy individuals is promoted through esafety when gaming (Explorers) and making healthy smoothies (Seaside Rescue). Famous people who are experts in their field provide aspiration in certain subjects, such as Anthony Gormley</p>	<p>Opportunities for children to see potential and have high aspirations continues in the following ways:            DT competition held at Fords Motor Company.            Meeting local people who restore cars, work for local businesses and work with cars for a range of reasons (Top Gear hook)            Reflecting on their own behaviour and development of life skills.            Setting their own next steps.            The work of experts in their field is also used to show children possibilities and to encourage their high aspirations, such as famous scientists (Invaders and Settlers) Andy Goldsworthy and art (Art in Nature)</p>	<p>Opportunities for children to see potential and have high aspirations continues in the following ways:            Continuing to set next steps in their work.            Bikeability, keeping themselves safe on the roads.            Completing Shine Awards with a meeting with the Head teacher to talk about goals they are setting themselves (Bronze, Silver or Gold) Reflecting on their own behaviour.            Residential.            The work of experts in their field continues to be used to show children possibilities and encourage their high aspirations, such as local artists (They see the world like this) Athletes, their personal bests)</p>	

Character Challenge	EYFS	KS1	LKS2	UKS2	Next phase...
<p>Developing a strong desire and determination to succeed across the curriculum</p>	<p>The desire to achieve and be successful begins in EYFS. Children are introduced to the school reward system using superhero powers. Children have individual cubbies displayed on the wall where they choose things they are proud of to be displayed. Teachers share successes from school with parents via Tapestry and parents are encouraged to share successes from home in the same way. Children are introduced to the concept of Growth Mindset</p>	<p>Whole school reward systems are used in KS1 with children earning house points for a team, but receiving individual rewards through stars of the week certificates and other class rewards and responsibilities and praise/rewards for good work and behaviour. Enrichment homework continues to promote and celebrate learning across subjects. Clubs also begin for children who may be encouraged to use determination to practice a new skill, such as a sport.</p>	<p>The whole school reward system continues to motivate children, as do class rewards and responsibilities. Growth Mindset displays in classrooms also display the success of individual pupils and a display board in the corridor is used to celebrate excellent achievement across subjects. Succeeding in a variety of areas is also supported through clubs and competitions, both in school and within the local community. Achievements outside of school are encouraged and celebrated</p>	<p>The whole school reward system continues to motivate children, as do class rewards and responsibilities. Children are also encouraged to succeed as leaders through a range of roles and responsibilities. Growth Mindset displays in classrooms also display the success of individual pupils and a display board in the corridor is used to celebrate excellent achievement across subjects. Succeeding in a variety of areas is also supported through clubs and competitions</p>	<p>To move into secondary taking these character development ideas to improve for life.</p>