Grange Primary Academy
The best in everyone™
Part of United Learning

Education With Character At Grange Primary Academy

The Grange Guarantee

Our promises to you before you leave our school

Nurturing achievement and aspiration in the heat of our community

What do we mean by 'character'?

We have a broad view of 'character' and fully recognise that our character is developed in everything we do, not just in co-curricular activities. In school, the culture, climate, values, relationships, messages from curriculum and teaching, and the behaviours of adults and children are all significant in developing character. The Pupil Charter and Co-curricular expectations are just one aspect of developing character in schools, and this will be recognised in the wider Character Curriculum under development.

'Character' has a number of different senses and all of them are important:

Being **'of good character':** someone is 'of good character' if they have the integrity to do the right thing above pursuing their self-interest, giving in to social pressure or making attractive but poor choices. A person of good character 'does the right thing even when no-one is looking'.

'Having character': someone 'has character' or 'shows character' when they dig deep, show grit, resilience and resourcefulness, persist in the face of adversity and do their best even when it looks like they won't succeed. They help others to do the same, lead, encourage and bring out the best in others. A sports team which collapses and falls apart when losing may be said to 'lack character' in this sense.

Being **'characterful':** a person who is full of character has interests, is interested and curious, knows who they are, what matters to them, what they stand for and can express those things and themselves. They will have done enough, tried enough and experienced enough to have found their passions and interests.

If young people leave our schools with all of these, they are well set up to live a good and successful life full of interests, contributing as a pillar of their community and our society.

In developing the character curriculum, we have taken the following key elements of each of those senses of character:

Full of character	**Having character**	**Good character**
Interests and Passions	*Resilience*	*Integrity*
Oracy	*Leadership*	*Positive Relationships*
	Teamwork	*Service*

You can find further definitions and the desired outcomes for each trait HERE

The Pupil Charter and Co curricular Expectations for Schools

The Pupil Charter and accompanying Co-curricular Expectations are an important element of the wider Character Curriculum in United Learning.

The Pupil Charter sets out the **co-curricular** opportunities which play a significant role in developing character and that we believe all children should experience. These are opportunities where children can demonstrate and practice character traits in real-world situations. The Expectations considers the school structures needed to meet the Pupil Charter commitments.

In developing these documents, we have drawn on discussions with school leaders and staff responsible for character at GEFs, network meetings, and visits to schools over the course of the year.

Implementation

The Pupil Charter is deliberately ambitious and will be challenging to achieve in all schools, but especially those who are in more remote locations, have very stretched budgets, or have smaller staff bodies. United Learning will focus their efforts in 2023/24 to ensure that all schools can achieve all aspects of this charter and will work with many of you individually to find solutions.

There are some schools in the group that already deliver most elements of this charter. We encourage them to push ahead with their ambitions and continuously improve their offer for students.

Developing a wider Character Curriculum

Character is not solely developed through co-curricular activities. United Learning's Character Curriculum will also outline how and where character is explicitly taught in the timetabled curriculum. This happens most obviously through PSHE, pastoral and behavioural systems but also through academic subjects. The Curriculum will also explore the 'hidden curriculum' where children learn norms, expectations and values tacitly through the culture, ethos and values of school.

At Grange Primary Academy we have discussed and developed these further in order to provide each of our children with an Education With Character, that meet the needs and aspirations of our own school and community. We call this **The Grange Guarantee.**

Education with Character Curriculum Overview

Our Character Education Vision

Our **Education with Character** curriculum vision is to ensure:

1. Each child has a right to character education;
2. Character is **caught** through role-modelling and emotional contagion: committed leadership, school culture and ethos are therefore central;
3. Character is **taught**: direct teaching of character provides the rationale, language and tools to use in developing character elsewhere in and out of school;
4. Character is **sought** freely to pursue a better life;
5. Character is educable: it is not fixed and the virtues can be developed
6. Character builds on Virtue Literacy;
7. Good character is the foundation for improved attainment, better behaviour and increased employability, but most importantly, flourishing societies;
8. Character is developed in partnership with parents, families, employers, and other community organisations.

The development of character empowers pupils and is liberating.

Our Character Education Principles

Our **Education with Character** curriculum aims to:

1. Promote core ethical values/virtues as the basis of good character;
2. Define "character" comprehensively to include thinking, feeling, and behaviour;
3. Use a comprehensive, intentional, proactive, and effective approach to character development;
4. Create a caring school community;
5. Provide pupils with opportunities for moral action;
6. Provide a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed;
7. Strives to foster pupil's self-motivation;
8. Engage the school staff as a learning and moral community that shares responsibility for character education;
9. Foster shared moral leadership and support of character education;
10. Engage families and community members as partners in the character-building effort;
11. Evaluate the character of the school, the school staff's functioning as character educators, and the extent to which pupils manifest good character.

Our Character Education Virtues

Our **Education with Character** curriculum aims to develop the following virtues:

Intellectual Virtues
Character traits necessary for discernment, right action and the pursuit of knowledge, truth and understanding.

Moral Virtues
Character traits that enable us to act well in situations that require an ethical response.

Civic Virtues
Character traits that are necessary for engaged responsible citizenship, contributing to the common good.

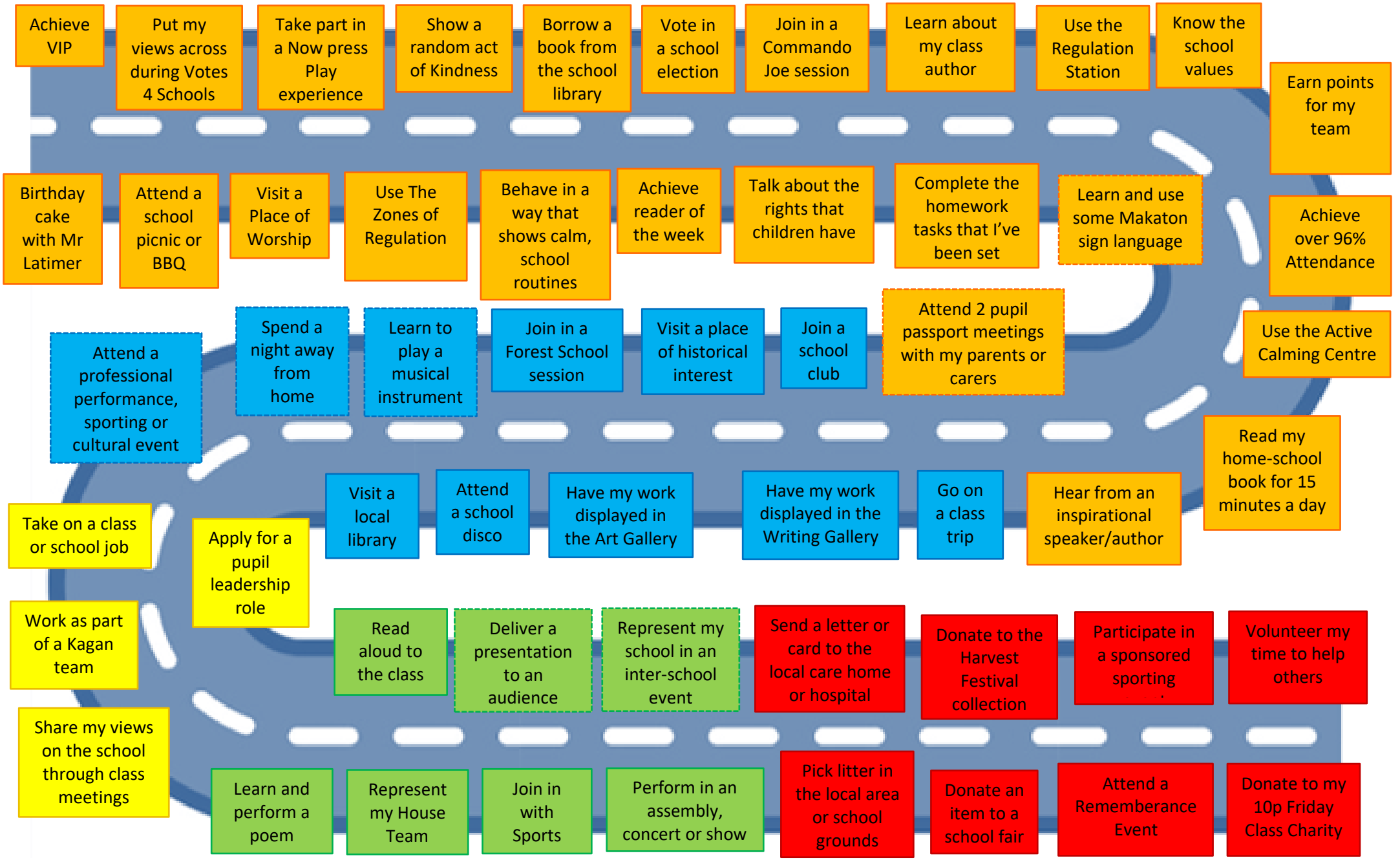
Performance Virtues
Character traits that have an instrumental value in enabling the intellectual, moral and civic virtues.

Our character virtues are:
Caught . through a positive school community, formational
relationships, and a clear ethos.
Taught . through the curriculum using teaching and learning strategies,
activities, and resources.
Sought . through chosen experiences that occur within and outside of
the formal curriculum.

Our Character Education Virtues	**Our Character Education Curriculum**
Our **Education with Character** curriculum aims to develop the following virtues: *"Character virtues should be reinforced everywhere: on the playing fields, in classrooms, corridors, interactions between teachers and pupils, in assemblies, posters, head teacher messages and communications, staff training, and in relations with parents and families."* **The Jubilee Centre Framework for Character Education in Schools**	Our **Education with Character** core curriculum framework: Each child has a Character Passport which identifies and tracks Character Education opportunities within each year group.

Whole School Education with Character Road Map – Core Offer

Culture, Ethos & Values	Leadership	Performance	Learning Outside of the Classroom	Community & Service



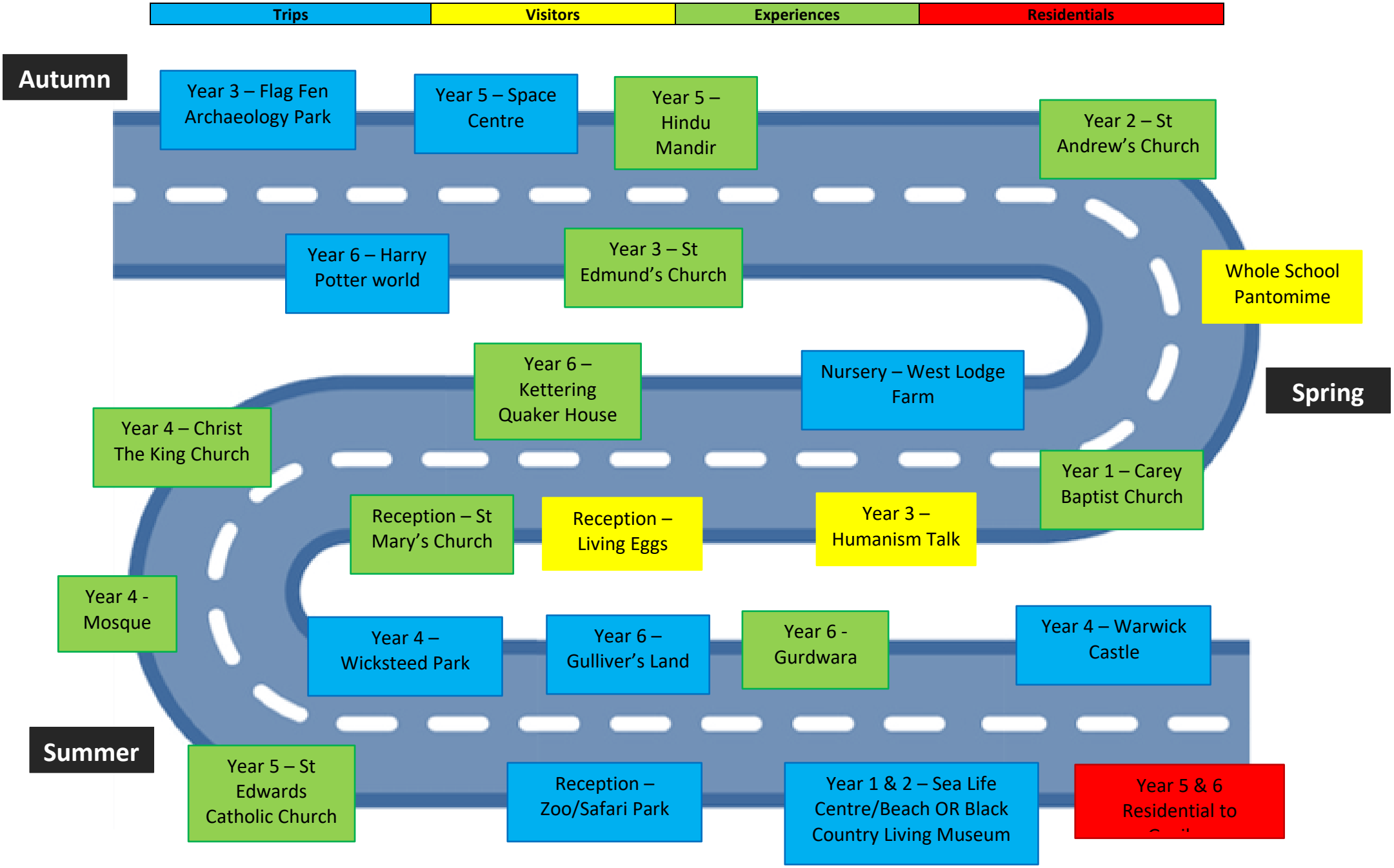
United Learning Primary Pupil Charter

Each year, all pupils will:	In Key Stage 1, all pupils will:	In Key Stage 2, all pupils will:
• be encouraged to take part in at least one co-curricular club, within or outside of school, attending for the duration of the club (or for a minimum of one term across several clubs); • go on a school trip; • perform music or drama to an audience; • represent their class in individual and team activities; • share their views on the school through student leadership structures; • hear from an inspirational speaker or author.	• have a named role with classroom responsibilities; • volunteer time to serve the local community; • go on a school trip to place of local significance.	• represent the school in a sporting, cultural or academic event; • learn a musical instrument; • have the opportunity to spend a night away from home and bond with classmates; • watch a professional performance, production, sporting or cultural event live at an inspiring venue or in school; • deliver a presentation to an audience; • volunteer time to serve the local community; • demonstrate leadership outside their class through working with younger pupils, helping with whole-school responsibilities or taking on specific named pupil leadership roles; • experience a workplace environment and hear from people who work there; • reflect on their aspirations and personal development goals with an adult in the school.

Education With Character

Opportunities available to pupils over and above their core year group offer

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Leadership	• Class jobs •	• Class Jobs • Whole School Jobs • •	• Class Jobs • Whole School Jobs •	• School Leadership • Whole School Jobs • Class Jobs •	• School Leadership • Whole School Jobs • Class Jobs •	• School Leadership • Whole School Jobs • Class Jobs •	• School Leadership • Whole School Jobs • Class Jobs •
Performance	• Parent Book & Biscuit sessions • Christmas Nativity Performance • Easter Bonnet Parade •	• Christmas Nativity performance •	• Christmas Nativity performance • Poetry performances	• Christmas Carol Concert • Singing at the shops • Summer production	• Christmas Carol Concert • Singing at the shops • Summer production	• Christmas Carol Concert • Singing at the shops • Summer production	• Christmas Carol Concert • Singing at the shops • Year 6 Leavers' Production • Year 6 Leavers' assembly

Learning Outside of the Classroom	• Breakfast Club • After-School Clubs • Walk around the local area • Visit to the local library • Wheely Wednesday sessions • Class Trips • Visit to a place of worship • Pantomime production • Commando Joe's • Votes For Schools • Now press Play experiences	• Breakfast Club • After-School Clubs • Visit to a church • Walk of local area (Geography) • Class trip • Visit to a place of worship • Pantomime production • Commando Joe's • Votes For Schools • Now press Play experiences	• Breakfast Club • After-School Clubs • Theatre Visit • Class trip – • Visit to a place of worship • Pantomime production • Commando Joe's • Votes For Schools • Now press Play experiences	• Breakfast Club • After-School Clubs • Class trip – • Visit to a place of worship • Pantomime production • Swimming • Commando Joe's • Votes For Schools • Now press Play experiences	• Breakfast Club • After-School Clubs • Local area fieldwork • Class trip – • Swimming • Visit to a place of worship • Pantomime production •	• Breakfast Club • After-School Clubs • Local area fieldwork • Class trip – • Swimming • Visit to a place of worship • Pantomime production • Commando Joe's • Votes For Schools • Now press Play experiences	• Breakfast Club • After-School Clubs • Local area fieldwork • Class trip – • Swimming • Visit to a place of worship • Pantomime production • Residential • Year 7 Transition Days • Commando Joe's • Votes For Schools • Now press Play experiences
Community and service	• Select and make weekly donations to a class charity	• Select and make weekly donations to a class charity	• Select and make weekly donations to a class charity	• Select and make weekly donations to a class charity	• Select and make weekly donations to a class charity	• Select and make weekly donations to a class charity •	• Select and make weekly donations to a class charity

Trips, Visitors and Experiences – Whole School Map