



# Character Education At King George V Primary School

## What Is Character Education?

Character Education promotes:

- ✓ The ability to remain motivated by long-term goals, to see a link between effort in the present and pay-off in the longer-term, overcoming and persevering through, and learning from, setbacks when encountered
- ✓ The learning and habituation of positive moral attributes, sometimes known as 'virtues', and including, for example, courage, honesty, generosity, integrity, humility and a sense of justice, alongside others
- ✓ The acquisition of social confidence and the ability to make points or arguments clearly and constructively, listen attentively to the views of others, behave with courtesy and good manners and speak persuasively to an audience
- ✓ An appreciation of the importance of long-term commitments which frame the successful and fulfilled life, for example to spouse, partner, role or vocation, the local community, to faith or world view. This helps individuals to put down deep roots and gives stability and longevity to lifetime endeavours

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 (EEF) 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.
- Schools which develop character well help drive equity and social mobility for their pupils<sup>6</sup>
- Access to character development opportunities in schools can lead pupils that take part to be highly motivated, report fewer absences<sup>8</sup> and have lower levels of emotional distress<sup>9</sup>, amongst other outcomes.

At King George V Primary School, a wide variety of curricular and extra-curricular activities are used to provide character education, including: assemblies, subject lessons, dedicated character education lessons, sports, performance arts clubs, outward bound activities, hobby clubs, and subject learning clubs. These opportunities help pupils to explore and express their character and build the skills they need for resilience, empathy and employability.



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## The Six Character Benchmarks:

These benchmarks summarise the most important features of good provision for character education:

1. What kind of school are we?
2. What are our expectations of behaviour towards each other?
3. How well do our curriculum and teaching develop resilience and confidence?
4. How good is our co-curriculum?
5. How well do we promote the value of volunteering and service to others?
6. How do we ensure that our pupils benefit equally from what we offer?

Character Benchmark	Key Questions	How Do We Promote Character Education At KGV?
What kind of school are we?	How clearly do we articulate the kind of education we aspire to provide?	A mixed one-form entry primary school, which serves a deprived area of West Bromwich, Sandwell with 26% of pupils eligible for Free School Meals (FSM) and 30% qualifying for Pupil Premium Funding (PPF) and 34% of pupils with English as an Additional Language (EAL)
	How do we ensure that all members of the school community (e.g. staff, pupils, parents/carers, governing body) understand and share our aims?	Our school motto is 'Aim High and Believe, Learn and Achieve' and this motto reflects our commitment to delivering the highest standards of education in line with our aspirational vision for the futures of our pupils.
	How effectively do we create a sense of pride,	Our school values are: <ul style="list-style-type: none"> <li>✓ Aim high</li> <li>✓ Be honest</li> <li>✓ Keep trying</li> <li>✓ Show respect</li> <li>✓ Take responsibility</li> <li>✓ We are a caring community</li> <li>✓ We are proud</li> </ul>



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	<p>belonging and identity in our school?</p>	<p>Our school motto and values are central to all aspects of our work. These underpin our strong and positive culture, and individual pupils are able to cite and fluently explain the values and what they mean for the life of the school. They also understand their importance both for school life and life beyond school. The excellent behaviour of our pupils and ever-improving academic achievement spring from the values which inform our culture.</p>
<p>What are our expectations of behaviour towards each other?</p>	<p>Are we clear on the importance of discipline and good behaviour in school life?</p> <p>How do we promote this understanding?</p>	<p>At King George V, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.</p>
	<p>How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy?</p>	<p>In school, staff are consistent in implementing our behaviour policy and systems. Consistency of behaviour management is achieved through regular training, positive relationships, regular reinforcement and direct feedback. Simple behaviour systems, set out in our behaviour policy, are also key and clearly outline our expectations, the rewards for meeting expectations and the consequences for not doing so.</p>
	<p>How well do we promote a range of positive character traits among pupils?</p>	<p>We use the following strategies to develop excellent behaviour:</p> <ul style="list-style-type: none"> <li>✓ <b>Identify</b> the behaviour we expect</li> <li>✓ Explicitly <b>teach</b> behaviour</li> <li>✓ <b>Model</b> the behaviour we expect</li> <li>✓ <b>Practise</b> behaviour</li> <li>✓ <b>Notice</b> excellent behaviour</li> <li>✓ <b>Create</b> conditions for excellent behaviour</li> </ul>



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		<p>In school, we <b>praise the behaviour we want to see</b>. Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder is all that is needed. Although there are occasions when it is necessary, every minute a learner is not in class is one where they are not learning.</p> <p>The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.</p> <p>We believe in rewarding behaviour which is <b>over and above</b> what is expected. This provides learners with more than the bare minimum to achieve. It gives them something to reach for. The language of 'over and above what is expected' is used consistently by all staff and behaviour which meets this criteria is celebrated publically as an example to others.</p> <p>We use recognition boards in all classes to promote a single behaviour focus at a time. The recognition board is not intended to shower praise on individuals, it is a collaborative strategy: we are one team, focussed on one learning behaviour, moving in one direction. As a school, we pursue the behaviour we want by reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom. There is no prize and no material reward. Routinely advertising the desired behaviour has a proven positive impact on the behaviour of other learners.</p> <p>As a school, we promote a range of positive character traits in our pupils, including respect, through our 'world of work' jobs programme which promotes pupils as leaders. As part of this, we use a recruitment process which mirrors that of the adult world to hire pupils who work as play leaders, waste warriors and many more. We also have democratic process for electing representatives for our School Parliament which mirrors the democratic process in Westminster.</p>
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<p>How well do our curriculum and teaching develop resilience and confidence?</p>	<p>Is our curriculum ambitious for our pupils? Does it teach knowledge and cultural capital which will open doors and give them confidence in wider society?</p>	<p>We have introduced a pupil activity passport, based on the 'My Activity Passport' from the DfE, but with more detail. The passport is split into year groups, with the majority of specified activities completed in school. The activities cover the following key areas: sport, leisure and outdoor learning; creativity and performing; skills for life; community; and world of work.</p> <p>In addition to our academic curriculum, we have a focus on music, sport and extra-curricular activities, with high aspirations for all pupils regardless of background. We aim to prepare each child for their future, giving them a strong foundation in numeracy, literacy and a full range of other traditional subject areas, as well as the skills to succeed in life. We work on the basis that pupils need a knowledge-based curriculum to ensure they have solid foundations across a range of subject areas, and that a structured, well-planned curriculum, which offers appropriate progression and builds on prior learning. This approach, through the acquisition of new knowledge, is highly motivational for pupils, and the scope for achieving mastery builds confidence and self-esteem.</p> <p>We also run a Breakfast Club open to all pupils from 8:00am, and a staff-run Study/Homework Club is available until 4:15pm for all pupils, where staff can help support pupils' learning, as well as a broad range of extra-curricular activities after school each day which are available to all pupils.</p>
	<p>Is our curriculum logically organised and sequenced, including within subjects, and taught using effective pedagogy, so pupils gain a strong sense of progress and grow in confidence?</p>	
<p>How good is our co-curriculum?</p>	<p>Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc. so all pupils can both discover</p>	<p>At King George V Primary School, we give high priority to the co-curriculum and place particular emphasis on music, sport, challenge and service to others.</p> <p>As part of our broad and balanced progressive and aspirational curriculum, we provide curriculum enrichment on a weekly basis. The aim of curriculum enrichment is to develop pupils' personal development, behaviour and attitudes through engagement in stimulating, purposeful activities which empower pupils and equip them with the knowledge and skills to</p>



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<p>new interests and develop existing ones?</p>	<p>make a positive difference in their local community! Pupils choose their own enrichment activities from the following three categories: sport and fitness, creative and expressive arts, growing hearts and minds. Enrichment activities include social enterprise, community explorers, competitive sports, food and nutrition, gardening, Dhol drumming, choir and sports leadership.</p>
<p>Do we make use of or promote local, national or international programmes or organisations? (e.g. uniformed organisations, Duke of Edinburgh, National Citizen Service etc.)</p>	<p>We offer an ever-expanding range of after-school clubs which are available for all children to take part in. The majority of these clubs are run by school staff and include homework support, enabling pupils to access online resources, including Bug Club and Times Table Rockstars which they may not be able to access at home. This ensures equality of opportunity for all pupils. In addition to homework support, pupils can also learn new skills, including sowing and knitting, cooking and food preparation. Pupils also have the opportunity to volunteer and support the local community through business and social enterprise clubs.</p>
<p>Is provision of high quality and does it challenge pupils and build expertise?</p> <p>Is participation sustained over time?</p>	<p>Additionally, we seek to engage with as many local programmes and organisations as possible. For example, we have taken part in the School Nurse Ambassador Programme where pupils were selected to choose and promote key health issues. These have included healthy eating, physical health and fitness and mental and emotional health. Pupils lead campaigns which raise awareness of different issues and promote a range of strategies to make a positive difference in our school community.</p>
<p>Are there ample opportunities for pupils to compete, perform etc., and is success acknowledged and celebrated?</p>	<p>We promote physical fitness during both indoor and outdoor PE lessons, a range of sports-based after school clubs and also engaging in local sports competitions. We are currently taking part in the School Games Award and will be aiming to progress through the bronze, silver and gold awards as we promote the value and benefit of competitive sports</p>



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		As a school, we place a great deal of significance on the celebration of pupils' achievements in weekly praise assemblies as well as a whole school achievement display, recognising achievements both in and outside of school.
How well do we promote the value of volunteering and service to others?	Are age-appropriate expectations of volunteering and service to others clearly established?	At King George V, we aim to develop pupils as empowered citizens who are equipped with the knowledge and skills to make a positive difference in their local community and beyond. Volunteering is embedded into the daily lives of our pupils. Before they leave the school, every pupil will have taken part in a volunteering experience. Pupils take part in extra-curricular clubs, hold leadership roles within school, lead structured play activities for their peers and organise and conduct litter picks.
	Are opportunities varied, meaningful, high-quality and sustained over time?	As part of our broad and balanced progressive and aspirational curriculum, we provide curriculum enrichment on a weekly basis. The aim of curriculum enrichment is to develop pupils' personal development, behaviour and attitudes through engagement in stimulating, purposeful activities which empower pupils and equip them with the knowledge and skills to make a positive difference in their local community! Pupils choose their own enrichment activities from the following three categories: sport and fitness, creative and expressive arts, growing hearts and minds. Enrichment activities include social enterprise, community explorers, competitive sports, food and nutrition, gardening, Dhol drumming, choir and sports leadership.
	Do volunteering and service opportunities contribute to breaking down social barriers?  Are they effective in making pupils civic-minded and ready to contribute to society?	As well as promoting a range of real-life skills and pupils personal development, all of our Enrichment groups have a community focus. Our gardening club focuses on improving the immediate school environment as well as producing seed trays and plant displays etc. which can be sold to support our focus charity for the term. Our choir group visit local residential homes for the elderly, promoting inter-generational links. Our community explorers group has raised the profile of local food poverty and raised significant donations for the local food bank.



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		<p>In addition, we promote social enterprise as a method for applying core skills in a real-life context whilst also raising funds, donations and awareness of local and national charities and good causes. We involve all stakeholders and members of the local community in choosing the charities and causes which we support. These have included local charities, including food charities and children’s mental health organisations. These projects enable pupils to plan, organise and carry out a range of events which support others. The benefits of this work are wide-ranging and include empowering pupils to solve real problems and make a difference, helping them to become more organised learners, as well as improving their ability to make informed choices about their health and wellbeing.</p> <p>We maximise all opportunities to involve the local community within school life. Recently, we have secured funding as part of the Edible Playgrounds project. As part of this, we will be developing our outdoor environment with the purpose of promoting inter-generational work and inviting the local community to contribute towards this.</p>
<p><b>How do we ensure that our pupils benefit equally from what we offer?</b></p>	<p><b>Do we understand and reduce barriers to participation (e.g. cost, timing, location, logistics, confidence, parental support etc.)?</b></p>	<p>At the heart of what we do is a relentless commitment to equipping our pupils with the knowledge, skills and experiences to compete with more socio-economically advantaged peers locally, nationally and internationally. As part of this, we are committed to working with our families to widen the experiences of our children as much as possible.</p> <p>At King George V, we work closely with stakeholders at all levels, including parents, in order to understand any potential barriers to participation for our families. As a result of this, we are able to do the best we can to mitigate these barriers and maximise participation. This is critical for us as a school as part of our commitment to ensuring equality of opportunity for all pupils, regardless of their socio-economic background.</p>
	<p><b>Do we enable young people from all backgrounds to feel as if they belong and are valued?</b></p>	



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	<p>Is our provision, including our co-curricular provision, appropriately tailored both to suit and to challenge the pupils we serve?</p>	<p>We use fundraising and additional incomes streams, including Pupil Premium, to reduce the cost of off-site visits and extra-curricular clubs in order to ensure all pupils are able to access the opportunities available to them.</p> <p>In order to support parents, we offer regular workshops during the school day which aim to equip parents with the knowledge and skills to support their children with their learning outside of the classroom.</p> <p>As part of our commitment to equality of opportunity, we understand that many pupils are unable to attend after-school clubs due to other commitments, including attending classes at local places of worship. In order to mitigate this, we provide weekly curriculum enrichment during the school day. This ensures that pupils do not miss out on opportunities which would otherwise be designated as extra-curricular and delivered outside of the typical school day.</p> <p>We place significant emphasis on celebrating and giving value to the backgrounds of all of our pupils and maximise all opportunities to widen the social and cultural experiences of our pupils. This includes our celebration of Black History Month and our annual Diversity Week which celebrates the backgrounds of all of our pupils, many of whose heritage lies beyond the shores of the UK.</p>
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