



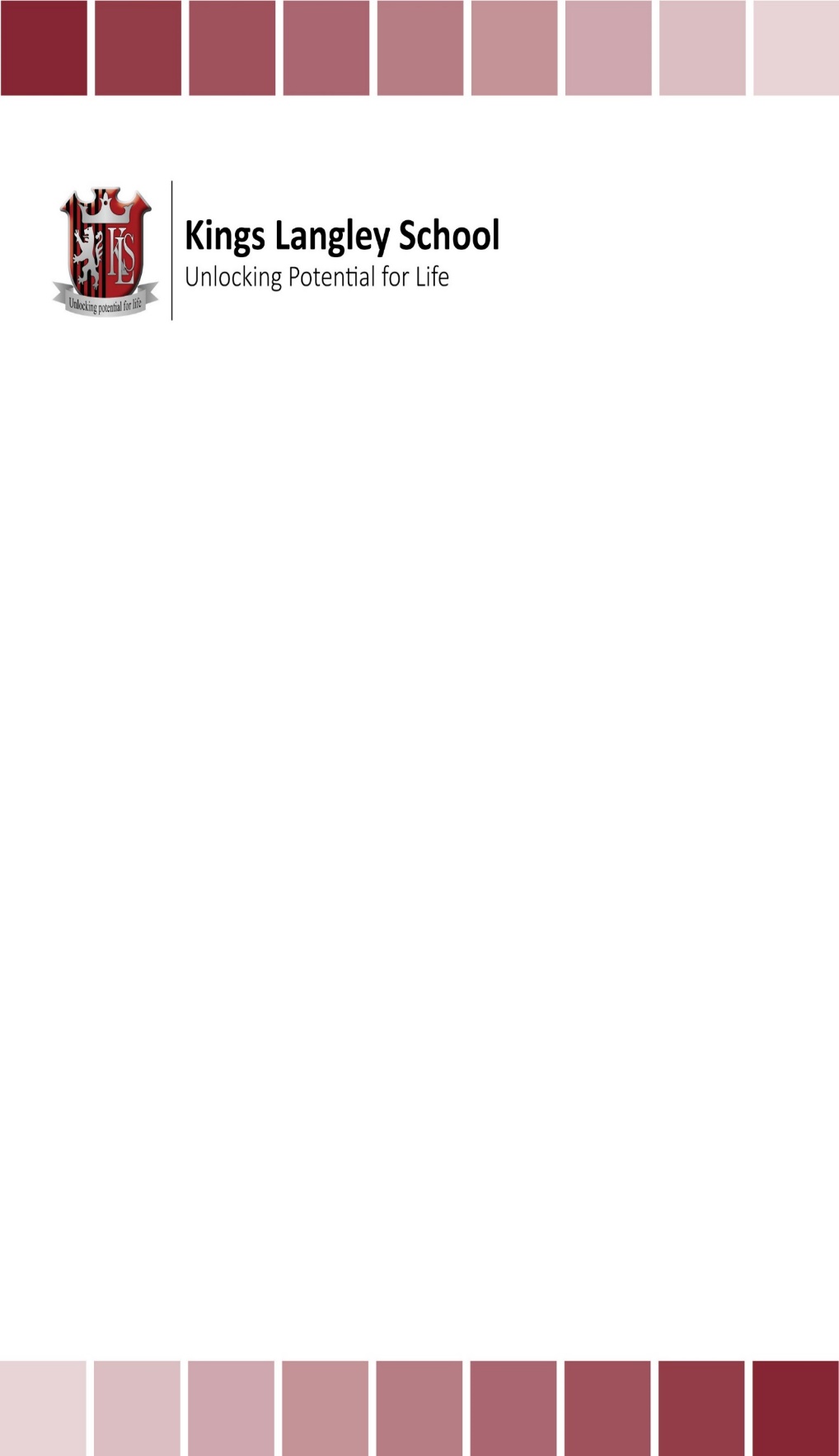
**Character Education Registration**

**Programme of Study**

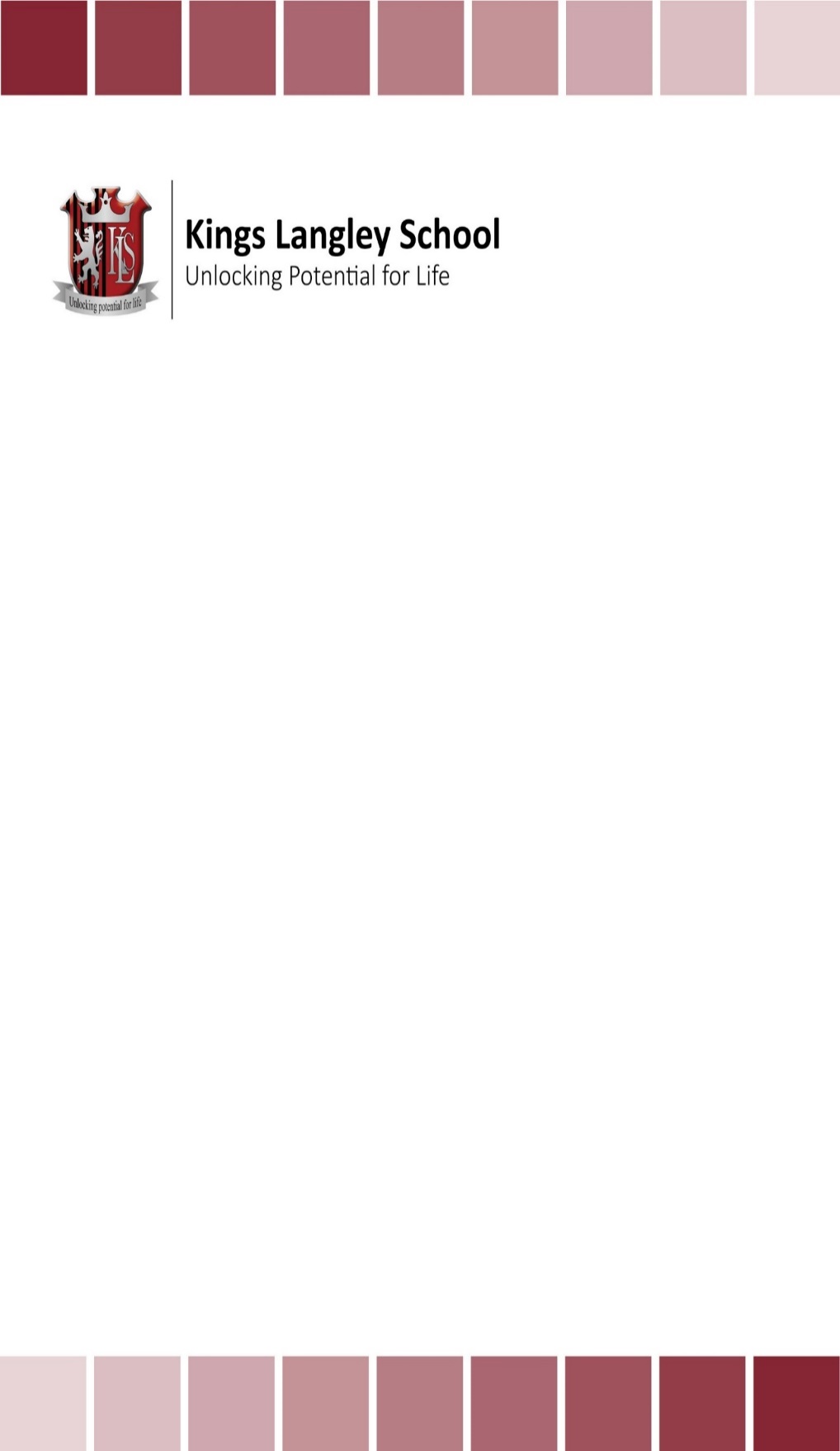
**And**

**Teacher Guide**

Updated September 2023







**Content**

What is Character Education?

Intent

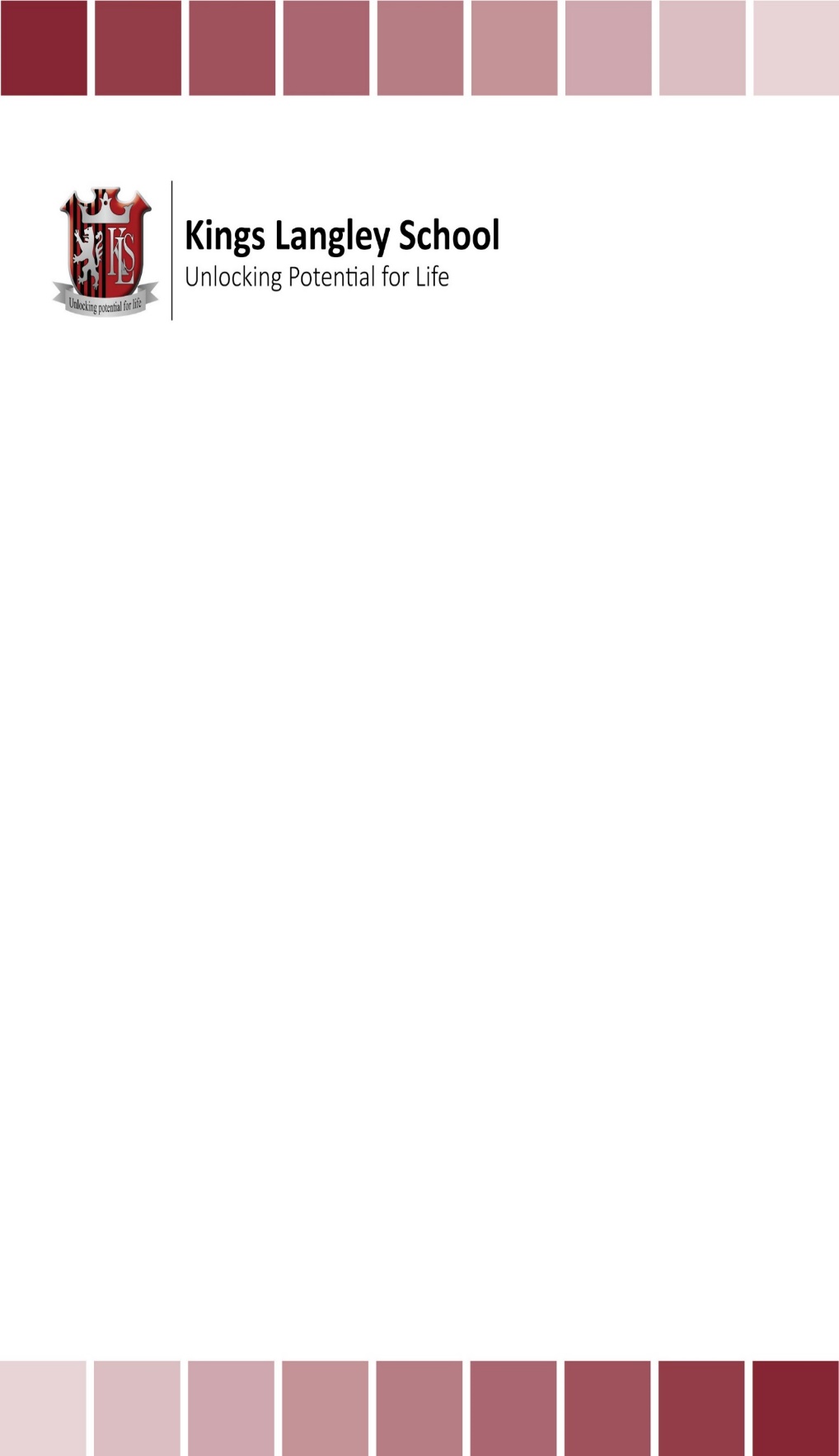
Implementation

Impact

Rationale

Overview of the Programme of Study





**What is Character Education?**

“Practical wisdom – the right way to do the right thing”

Barry Schwartz and Kenneth Sharpe

“Character is a set of personal traits that produce specific moral emotions, inform motivation and guide conduct. Character education includes all explicit and implicit educational activities that help students to develop positive personal strengths called virtues. Character education is a place in the culture and functions of families, classrooms, schools and other institutions. It is about helping students grasp what is ethically important in situations and how to act for the right reasons. Students need to decide wisely the kind of person they wish to become and to learn to choose between already existing alternatives or to find new ones. In this process, the ultimate aim of character education is the development of good sense, or practical wisdom; the capacity to choose intelligently between alternatives. This capacity involves knowing how to choose the right course of action in difficult situations and it arises gradually out of the experience of making choices and the growth of ethical insight.”

*Jubilee Centre for Character and Virtues 2017*

**Intent**

Our vision at Kings Langley School is to enable students to flourish in all areas of their lives, by supporting their development into well-rounded, empathetic beings who are able to contribute and shape society and the wider world, whilst respecting and supporting those who live in it, though the teaching and modelling of good character.

We believe that character is “caught and taught” and students need to be given opportunities to put the learned knowledge and modelled skills into practice. The registration programme is intended to be the principle taught element of this character curriculum.

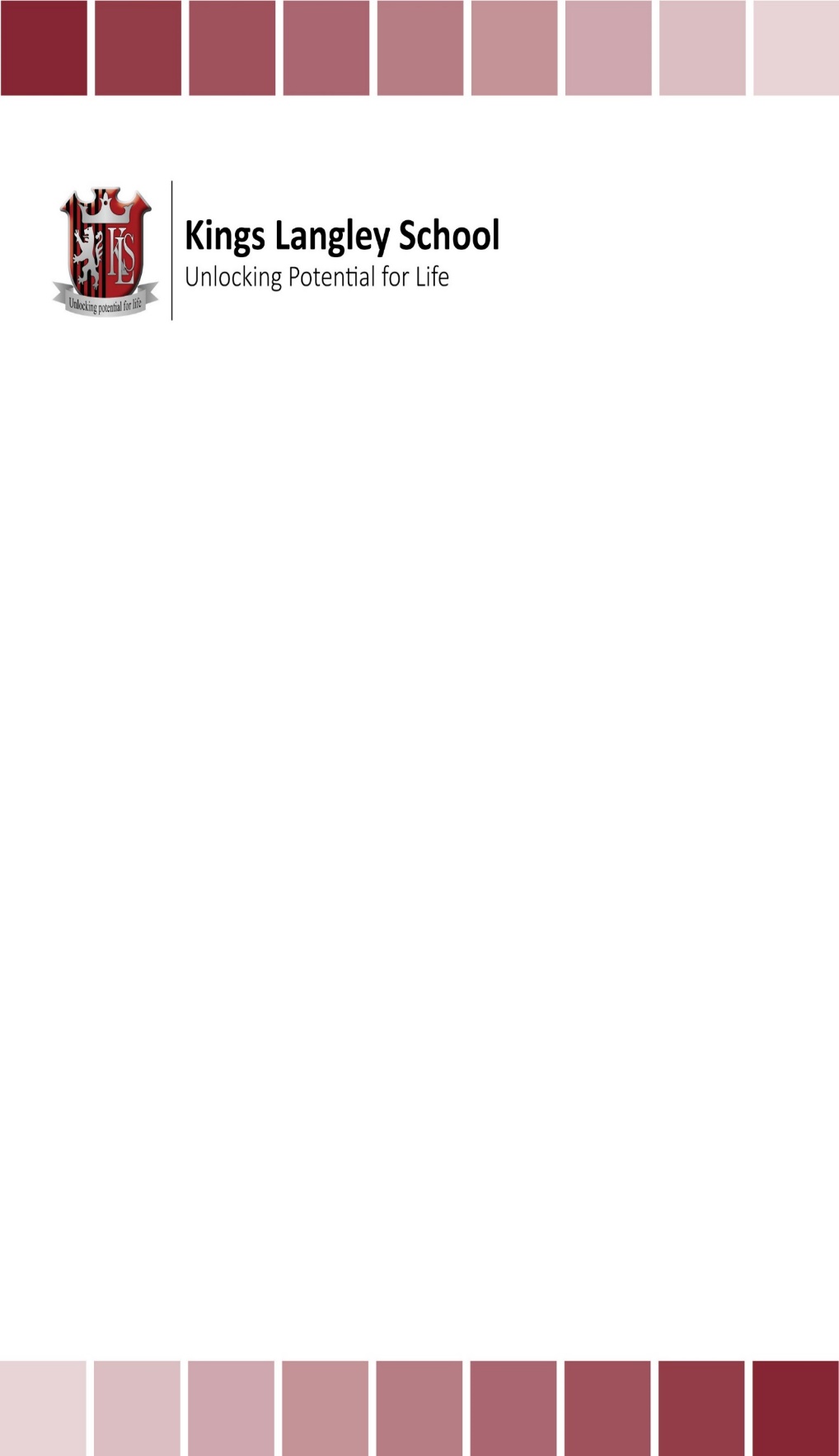
**Implementation**

Character education at Kings Langley School is all-encompassing and is uniquely threaded through all areas of curriculum and personal development opportunities that the students receive. We take character education seriously as we believe it is fundamental to the development of our students, and this was demonstrated by being the winners of the inaugural DfE Character Awards and being the first school to receive the Character Kitemark +. We were are the first school to successively gain the award for a second time, renamed as Character Quality Award +.

**Impact**

* Expected Impact
* Happy children
* Improved results, good attendance
* Continued excellent destination data of first choice universities or real alternatives, no NEETs
* Increased student leadership and participation in volunteering/ fund raising etc
* Student accomplishments – either within school or often independently
* Past students - accomplishments
* Visitor and local - feedback about our students
* Continued holding of the character kitemark +





**Rationale**

As a School of Character, our core character traits are stickability, self-regulation and empathy (taken from DEMOS research “Character Nation”). We begin by introducing the students to these in the transition summer school and the first half term. We focus on the language of character and often frame these virtues with school scenarios to allow students to become familiar with the terminology. After the first half term, we introduce more and varied virtues and work on developing their understanding of what a virtue is, and what they look like.

Year 8 focuses on the same or similar virtues, using a progressive spiral approach, developing students understanding of the virtues further. We look at the balance of a virtue, known as the golden mean. As an example: what does too much/ little courage look like? How might this affect the outcomes of a scenario? Is there a “perfect” amount of a virtue to have? The students consider these in a variety of situations through the introduction of dilemmas, which take them beyond school scenarios and look at different courses of action that can be taken.

Year 9 continues to spiral the virtues but starts looking at scenarios or dilemmas where two virtues come into conflict, such as honesty and friendship. We encourage students to stop, reflect, look at possible courses of action, consider outcomes for everyone involved, and then choose the “right” course of action. To support students in taking these steps, we have introduced a rubric based on Ian Morris’ Caterpillar Model and Rest’s Four Component Model (see appendix II).

By year 10 we continue our focus on reasoned decision making by looking at the impact and outcomes for all of those involved and considering others above ourselves. We also introduce Aristotle (linking the English curriculum) and the concept of what makes a good life, investigating flourishing and happiness in more depth.

Year 11 has a focus on their exam year, so we look and develop metacognition and revision strategies but continue to use the language of character. A focus on self-regulation and stickability become paramount, amongst other performance and intellectual virtues.

Year 12 focuses on “How do I live a flourishing and happy life?” We try to put these ideas and lessons learnt in contexts beyond school. It is about “How can I impact on other’s happiness?” and the community around us rather than as “me an individual”. It is about developing an understanding that social action, kindness to others, gratitude and continued self-development bring true happiness.

Year 13, again is an exam year so a refocus on metacognition and revision. This is now more of an individualised approach as students should have found methods that work for them and the subjects that they are studying. There is still a language of character, with more of a focus on aspiration and contributing to the community.

The overarching virtues overlay the whole programme giving a spiralled approach to this curriculum. Due to the nature of the thinking behind each year group, it also demonstrates a progressive model. This can be seen by the overview of the Character Education programme. This programme blends with the PSHE programme, the assembly themes and works alongside the Picture News activity, which is also completed during registration. This programme represents the “taught” section of our character curriculum.

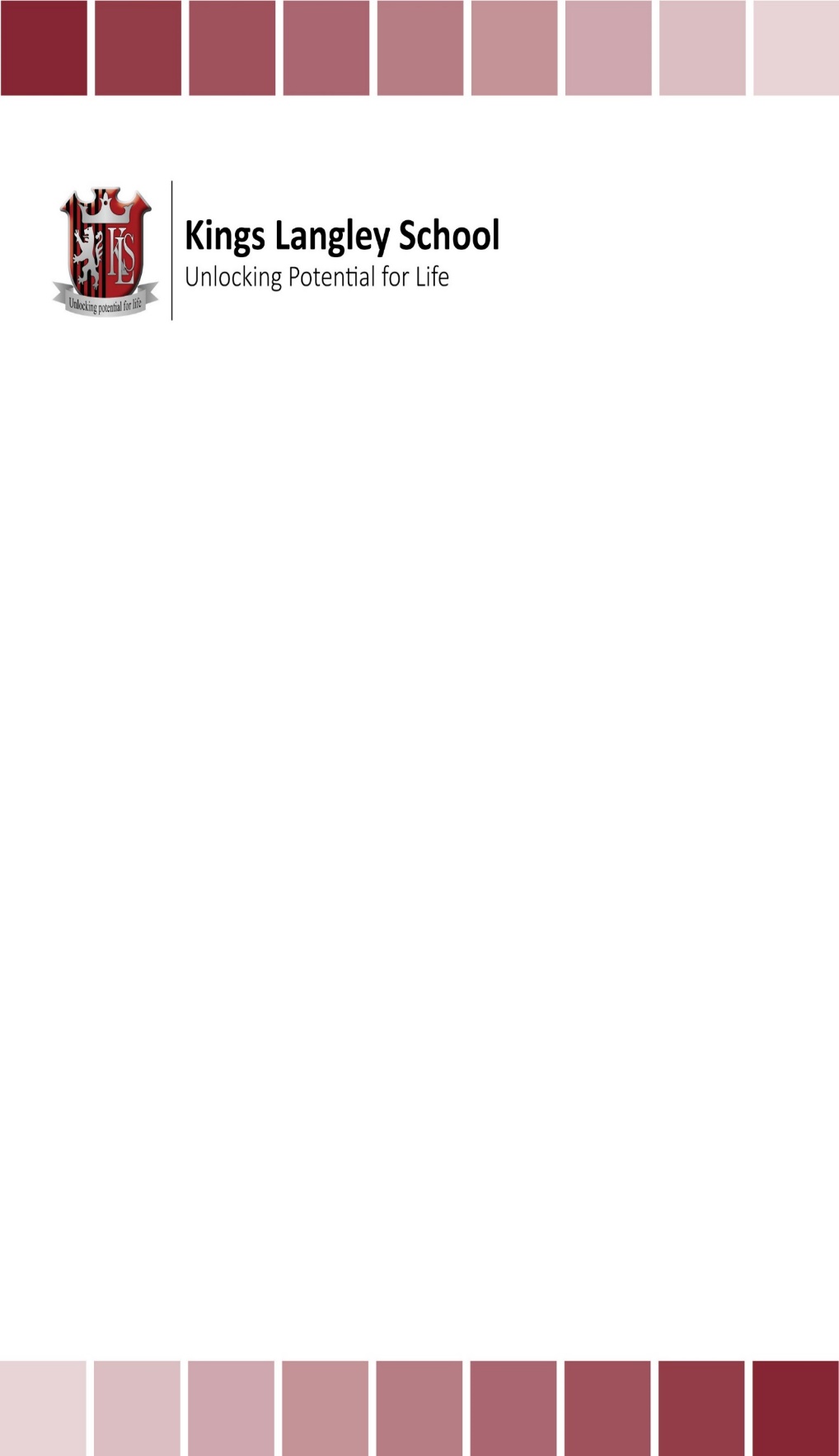
We have included first aid skills believing that it is important fundamental knowledge to have and links to our concept of helping others, demonstrating leadership, and showing kindness and good sense/ wisdom. These particularly link to the civic virtues. We follow the Red Cross first aid champion course breaking it down over key stage 3, for the skills to be repeated and extended in years 10 and 12. The concept is by repeating the knowledge and lessons it should help with “making the information sticky” and allow improved retrieval should they ever be needed. We hope that with this repetition, students will feel more confident to administer these skills if they are required. If students wish to complete the Red Cross first aid champion course on line, they can gain a recognised qualification and can then go onto further first aid qualifications if they wish <https://firstaidchampions.redcross.org.uk/secondary/>

We would look to support this as part of our wider curriculum activities and potentially offer St. Johns Ambulance First aid courses for students.

The inclusion of the teaching of the British sign language is included for multiple purposes: students get to continue studying a language (even if they drop Spanish or French after KS3); the element of curiosity and learning something new; whilst finally having an empathy and understanding of people who have disabilities. It supports a focus on social awareness and compassion (intellectual and civic virtues, so a mix of green and purple- so brown on the overview of the curriculum). The introduction of the skills in KS3 are progressive, then are recapped and extended in years 10 and 12 using the principles of spiralling and retrieval. We are following a British sign language programme which should allow students to go beyond these sessions and take an assessment potentially resulting in a recognised qualification. <https://www.british-sign.co.uk/learn-online-british-sign-language-course/> We will look to find ways to support students who wish to follow this path through our wider curriculum activities.

As years 11 and 13 are external examination years, there is a particular focus on performance virtues, looking at metacognition and revision techniques and strategies. These skills start being introduced from year 7 as part of the registration programme but are further reinforced by other events. Students study learning to learn as part of the PSHE programme in year 8 and , and in Key Stage 3, a student and parent event on “How to revise” for each year group is held to support them with their learning, retaining, recall and retrieval of information in the build up to their assessment weeks. These elements continued to be studied in years 11 and 13 but build in depth and frequency, allowing students to grow their individual skills. As this links to performance virtues it is highlighted pink as lighter shade of the purple on the overview of the curriculum.





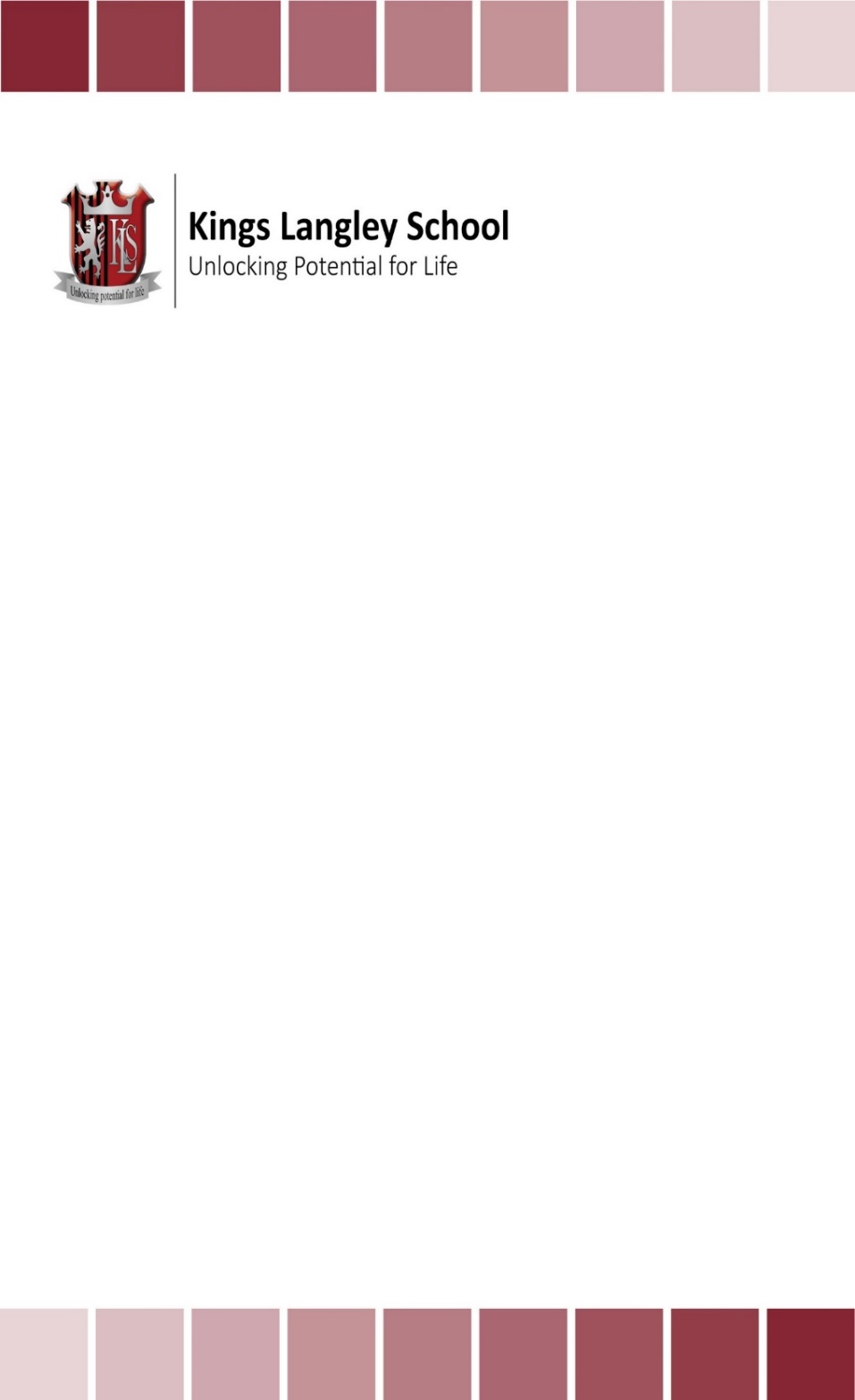
**Overview of the Character Registration Programme**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **7** | **8** | **9** | **10** | **11** | **12** | **13** |
|  | * **What are virtues?** * **What do they look like?** | * **Balancing virtues and making choices** | * **Virtues in conflict and making reasoned choices** | * **Who is Aristotle?** * **What makes a good life?** | * **Self-Regulation & Stickability: Metacognition and revision skills** | * **Living a flourishing and happy life** | * **Self-Regulation & Stickability: Metacognition and revision skills** |
| **1** | Self-regulation | Reflection | Reflection | Reflection | How memories form | Aristotle’s Ethical Theory | How memories form |
| **2** | Self-regulation | Self-regulation | “Phronesis” | Who is Aristotle? | How do I form good memories | Role models | What are my best methods of learning? |
| **3** | Self-regulation | Self-regulation  (Linking to career paths) | Good Sense/Practical Wisdom (Linking to Bullying) | Aristotle and Virtue Theory | How to stop forgetting | Role Models | Planning my revision |
| **4** | Empathy | “Good sense”/ Practical Wisdom | Friendship vs Truthfulness | British sign language | How to improve memories | British sign language | Reviewing the best strategies for my revision |
| **5** | Empathy | Friendship & friendliness  (Linking to Online Safety) | Friendship vs Integrity  (Linked to Anti-racism) | What is a good life? | Using Your Memories | How do I live a good life? | Revision |
| **6** | Empathy  (Linking to Black History) | British sign language | British sign language | Flourishing | “Making things sticky” strategies 1 | How do I make a difference? | Revision |
| **7** | Stickability | Courage  (Linking to Black History) | Stickability vs Courage  (Linked to learning behaviours) | British sign language | “Making things sticky” strategies 2 | British sign language | Revision |
| **8** | Stickability | Courage | Stickability/ confidence – revision | First aid | “Making things sticky” strategies 3 | First aid | Revision |
| **9** | First aid | First aid | First aid | First aid | “Making things sticky” strategies 3 | First aid | Revision |
| **10** | Self-awareness | Honesty | Self- awareness - Making reasoned decisions | British sign language | Retrieval strategies 1 | British sign language | Revision |
| **11** | Introducing the Concept of Revision | Honesty | Honesty – Making reasoned decisions | Self-awareness – Linking to revision | Retrieval strategies 2 | Volunteering in action | Revision |
| **12** | Community awareness | Volunteering  (Linking to Awards) | Volunteering in action (Linking to Careers) | Team work – Linking to revision | Retrieval strategies 3 | Volunteering In The Community | Revision |
| **13** | Community awareness | Volunteering  (Linking to Student Leaders) | Volunteering in action (Linking to Careers) | British sign language | Revision | British sign language | Revision |
| **14** | British sign language | British sign language | British sign language | Focus – revision plans | Revision | Focus – planning revision | Revision |
| **15** | First aid | First aid | First aid | First aid | Revision | First aid | Revision |
| **16** | Optimism | Forgiveness | Forgiveness/ friendship | British sign language | Revision | British sign language | Revision |
| **17** | Optimism | Forgiveness | Forgiveness/ anti-racism | EXAM WEEK | Revision | Optimism – what do I want to achieve (revision) | Revision |
| **18** | Tolerance | Co-operation | Co-operation/ social awareness | Phronesis- (acting out reasoned choices) | Revision | Revision | Revision |
| **19** | British sign language | British sign language | British sign language | British sign language | Revision | British sign language | Revision |
| **20** | Self-discipline | Self-discipline –  How to revise | Leadership/Team work | Phronesis (acting out reasoned chocies) | Planning revision | Revision | Reflecting on my revision |
| **21** | First aid | First aid | First aid | First aid | Revision | First aid | Updating my revision plan |
| **22** | Curiosity | EXAM WEEK | Curiosity | First aid | Revision | First aid | Revision |
| **23** | British sign language | British sign language | British sign language | British sign language | Revision | British sign language | Revision |
| **24** | Curiosity  (STEM) | Curiosity  (STEM) | Curiosity  (STEM) | Flourishing | Revision | Revision | Revision |
| **25** | Gratitude | Gratitude | Gratitude/ honesty | Flourishing | Revision | Revision | Revision |
| **26** | Social awareness | Citizenship |  | British sign language | Revision | British sign language | Revision |
| **27** | First aid | First aid | First aid | First aid | Revision | First aid | Revision |
| **28** | Respect-  how to revise | Respect –  how to revise | Happiness/ social awareness | Happiness | Revision | Exam week | Revision |
| **29** | Respect | Respect | Respect/ Fairness | British sign language | Revision | British sign language | Revision |
| **30** | EXAM WEEK | British sign language | Open-mindedness – planning revision | Stress/ mental health – up & coming exams | Revision | Happiness – looking after our mental health | Revision |
| **31** | British sign language | Hope  (mental health) | British sign language | Happiness | Revision | Happiness – how to improve ours | Revision |
| **32** | Kindness | EXAM WEEK | KIndness/ Honesty  Cruel to be kind | British sign language | Revision | British sign language | Revision |
| **33** | Kindness | Kindness |  | How to revise | Revision |  | Revision |
| **34** | Reason and judgement | Truthfulness | EXAM WEEK | First aid |  |  |  |
| **35** | First aid | First aid | First aid | Revision |  | First aid |  |
| **36** | Social justice | Fairness | Social justice/ citizenship (help home or away) | Exam week |  | First aid |  |
| **37** | British sign language | British sign language | British sign language | Exam week |  | British sign language |  |
| **38** | Compassion | Compassion |  | First aid |  |  |  |
| **39** | Compassion | Reflection – taking stock of my time at KLS | Reflection – what have I accomplished in KS3? | British sign language |  | Reflection |  |
| **40** | Team work  (activities week) | Team work  (activities week) | Leadership  (activities week) | Work experience |  | Work experience |  |

**Key**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Moral Virtues |  | British Sign Language (Intellectual, civic) |
|  | Civic Virtues |  | Red Cross: First Aid Champions (Civic) |
|  | Performance Virtues |  | Metacognition/Revision skills (Performance) |
|  | Intellectual Virtues |  | Students not in school |





**Appendix 1 KLS Character Traits**

**Kings Langley School Core Character Traits**

**Stickability** *– the ability to stick at something even if it hurts*

**Self-regulation** *– the ability to control your actions and communications*

**Empathy** *– the ability to put yourself in someone else’s shoes*

**Meta-virtue of Phronesis: Good sense, practical wisdom**

* Phronesis is a Greek term which means ‘practical wisdom’ that has been derived from learning and evidence of practical things. It is the virtue that overarches the other virtues, hence called a meta-virtue.
* Phronesis leads to breakthrough thinking and creativity and enables the individual to discern and make good judgements about what is the right thing to do in a situation.
* The best measure of moral judgment is choice, since choices are always made voluntarily by means of rational deliberation.
* We always choose to aim at the good, but people are often ignorant of what is good and so aim at some apparent good instead, which is in fact a vice.

**Moral virtues:**

* **Compassion** is showing care and concern for others
* **Caring** is looking after and providing for the needs of others
* **Courage** is acting with bravery in fearful situations
* **Empathy** is being able to understand the thoughts and feelings of another person and to put yourself in their position
* **Fairness** is treating others equally
* **Forgiveness** is giving someone another chance after they might have hurt you
* **Friendship & Friendliness** is the ability to make close friends and acting agreeably towards strangers
* **Generosity** is giving something for someone else’s benefit
* **Gratitude** is a feeling of appreciation towards someone or something
* **Honesty** is telling the truth and being sincere
* **Humility** is not boasting and being aware of how much you owe to others for your success
* **Integrity** is the quality of having and following strong moral principles
* **Justice** is to have an understanding of what it is to uphold what is right
* **Optimism** is the ability to be positive
* **Patience** is the ability to wait and to tolerate difficulties you face as you try to achieve your goals
* **Respect** is showing regard for someone’s feelings, wishes or rights
* **Self-discipline** is the ability to control yourself and to be organised
* **Tolerance** is the ability to be able to accept differences

**Intellectual virtues:**

* **Autonomy** is the ability to be critically independent in your thinking and actions
* **Co-operation** is working well with others
* **Communication** is having skills of verbal and written engagement as well as listening to others
* **Creativity** is being able to create and to use your imagination
* **Critical Thinking** is the ability to think reflectively and to come to independent conclusions
* **Curiosity** is being eager to know or to learn something new
* **Focus** is when you pay close attention to something and block out possible distractions
* **Open Mindedness** is not being prejudiced about new things, peoples and ideas
* **Reasoning** is the act of making a decision or judgement with the help of evidence
* **Reflection** is the ability to ponder alternative possibilities and not jump to conclusions
* **Resourcefulness** is the ability to find a quick and clever ways to overcome difficulties
* **Respect** is having regard for others and valuing them non-instrumentally as persons
* **Wisdom** is making the right choices at the right time

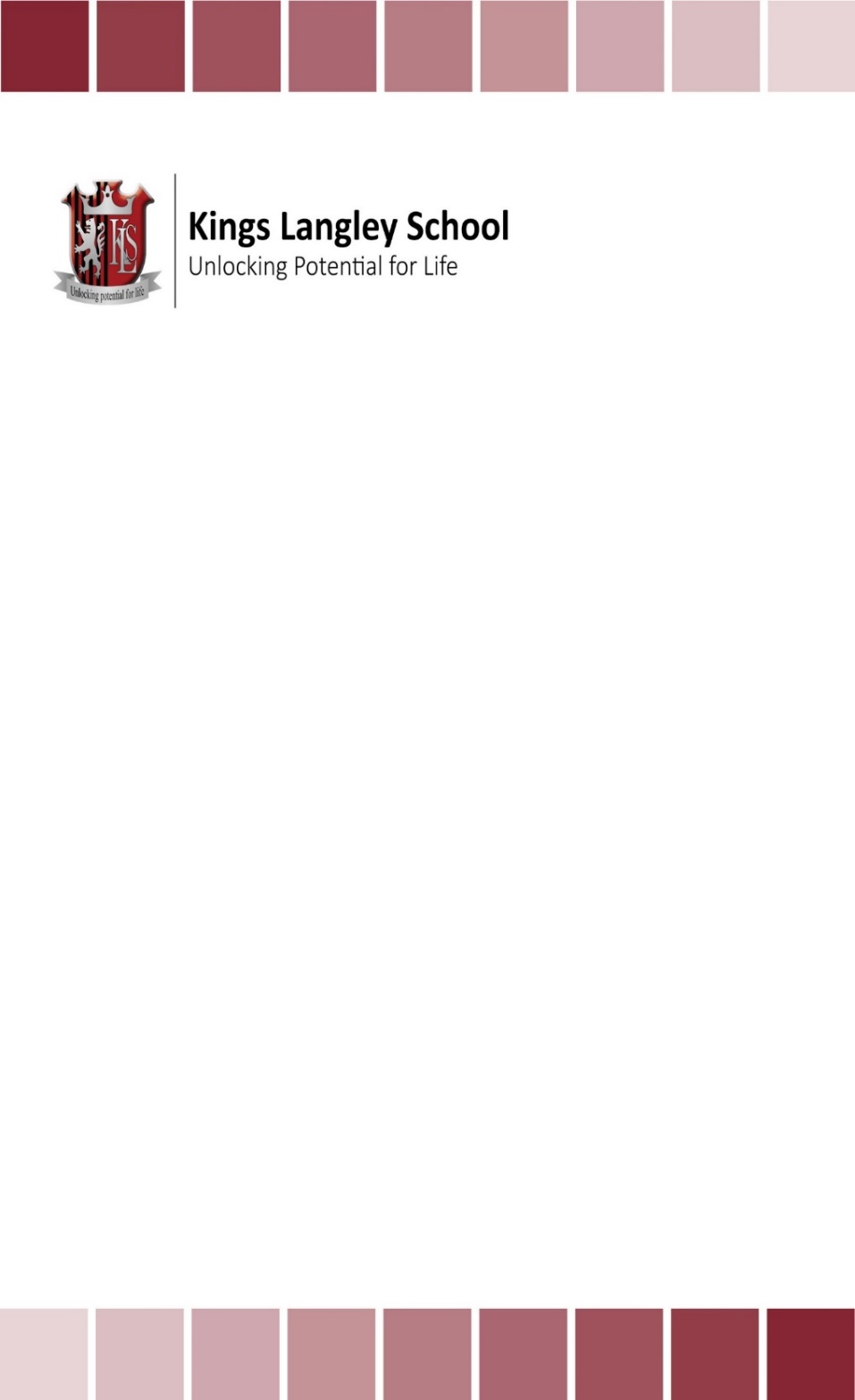
**Civic virtues:**

* **Citizenship** is your involvement in your community and society
* **Civility** is being polite and courteous in behaviour and speech
* **Community Awareness** is to actively and meaningfully learn from, and share information with different parts of the community
* **Friendliness** is the quality of being kind, thoughtful or affectionate towards another person
* **Neighbourliness** is a disposition to be friendly and helpful to others
* **Service** is the act of doing work that benefits other people
* **Social Justice** is being able to attend to fairness, entitlement and deservingness
* **Volunteering** is giving your time to help someone else

**Performance virtues:**

* **Ambition** is having a strong desire to want to achieve something or reach a certain goal
* **Confidence** is being certain in your own abilities or that a certain course of action is best
* **Creativity** is being able to create and use new ideas
* **Determination** is focusing your energy on finishing a task, especially when it is difficult
* **Leadership** is helping yourself and others to do the right thing by setting a direction or building an inspiring version
* **Motivation** is having a strong reason and drive to accomplish something
* **Perseverance** is the steady persistence in a course of action, especially in spite of difficulties
* **Problem Solving** is finding solutions to problems
* **Resilience** is being able to recover quickly from struggles and setbacks
* **Teamwork** is the ability to work with others effectively and efficiently





**Appendix 2 Rubric for Making Reasoned Decisions**

A rubric that has been created from Ian Morris’ Caterpillar Model and Rest’s Four Component Model.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Awareness** | **Judgement** | **Intent** | **Behaviour** |
| **Stage 1:**  **The Many** | Could not assess the situation or identity virtues | Unable to identify more than one course of action or consider the consequence to themselves or others | Unable to identify the right course of action and therefore very likely to make the same mistakes | Would not follow the right course and is unaware of the impact on the person they might become |
| **Stage 2:**  **The soft** | Understood the situation but struggled to identify the virtues | Can identify at least two courses of action but struggled with the consequences of others | Awareness of the right course of action but is unable to action it, so is likely to make the same mistake | If the right course of action causes pain or unhappiness for themselves, they tend to avoid this, although they are aware of the impact it will have on themselves long term |
| **Stage 3:**  **The Resistant** | Had an understanding of the situation and could identify a single virtue | Can identify at least two courses of action, and understood some of the consequences for themselves and others | Aware of the right course of action and tries to avoid making the same mistakes | Tries to follow the right path even if it causes pain as they are aware of the person they ae trying to become, but finds pleasure difficult to resist |
| **Stage 4:**  **The Incontinent** | Had a good understanding of the situation and the virtues involved | Had a clear understanding of the different courses of actions and understood the short term consequences | Had a clear idea of the right course of action and uses past experiences to avoid making similar mistakes | Will generally follow the right path as they are aware of the person they are trying to become, though resisting pleasure is still difficult |
| **Stage 5:**  **The Continent** | Was fully aware of the situation and was able to identify virtues and any possible conflict | Had a clear understanding of the different courses of actions and understood the short and long term consequences | Knew clearly the right course of action and has learnt from mistakes so will not make them again | Will act carefully and follow the right path as they are aware of the kind of person they want to become, though sometimes it takes an effort of will |

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**Appendix 3: Metacognition and revision strategies**

Stages of “learning”

There are five areas of focus that should be included when teaching the curriculum. These include:



* Introducing new information and knowledge to students



* Allowing students to practise with the new information and knowledge



* Checking for understanding and ensuring any misconceptions are identified and addressed



* Committing new information and knowledge to students’ memory



* Retrieval of information and knowledge from students’ memory