

CHARACTER EDUCATION

Research Evidence

Jubilee Centre for Character and Virtues: ‘The ultimate aim of character education is the development of good sense, or practical wisdom; the capacity to choose the right course of action in difficult situations.....The delivery of character education provision should aim to enable pupils to demonstrate practical wisdom and seek opportunities to act virtuously We need good character to lead ethical, productive, and fulfilling lives. We need good character to create a just, compassionate, and productive society.....’. The Jubilee Centre cites the following ‘virtues’ as the building blocks of character: Intellectual Virtues, Moral Virtues, Civil Virtues and Performance Virtues with Practical Wisdom as the integrative virtue.

DFE: 2019 Character Education Framework: “Character is a complex concept with a number of overlapping facets. We identified **four important aspects**.....

1. 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;
2. 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;
3. 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; and
4. 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.

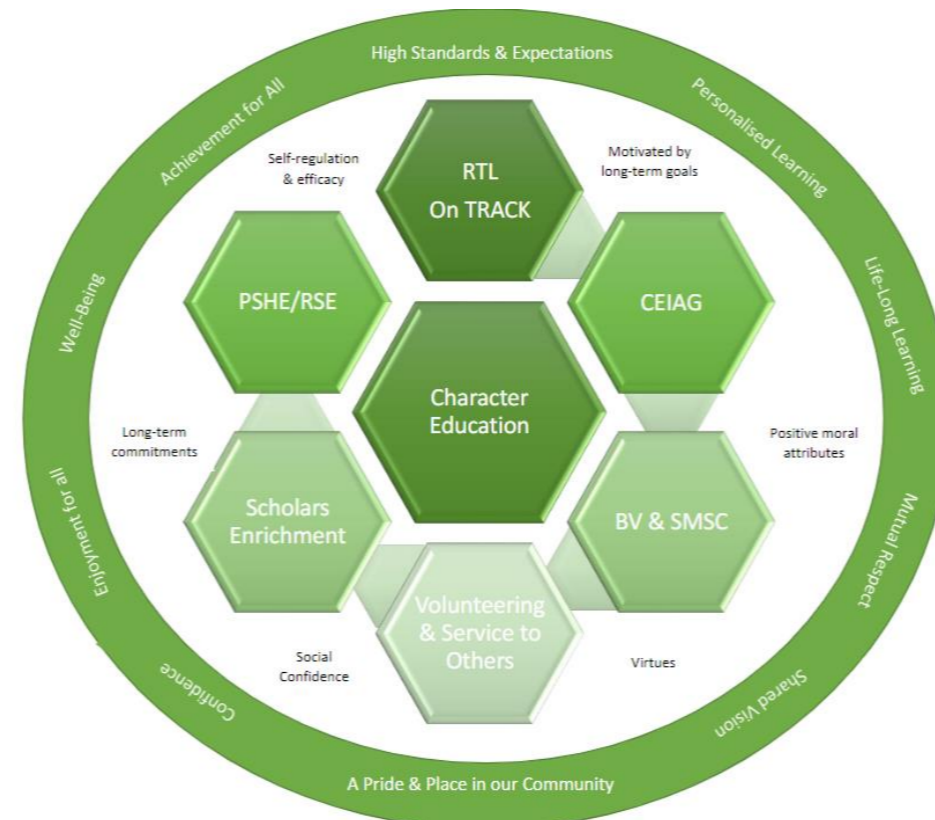
Research suggests that there are **enabling character traits** which can improve educational attainment, engagement with school and attendance. A literature review for the Education Endowment Foundation and Cabinet Office found that: **High self-efficacy**, or self-belief, is associated with better performance, 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.

The report goes on to detail 6 key benchmarks which summarise the most important features of good provision for character education. The following audit is based upon these 6 questions: **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 all our pupils benefit equally from what we offer?**

WHAT KIND OF SCHOOL ARE WE? GSHS is a 11-19 mixed secondary school with a sixth-form college. Our mission is to ensure every student leaves Great Sankey articulate, resilient, compassionate and culturally aware. That they are inspired to contribute to society, are able to pursue careers they are passionate about and live, healthy, happy and fulfilled lives. The Great Sankey learning community provides excellent teaching and learning with passion and purpose, based on core values, devised with our students. These values underpin the school’s strong and positive culture and staff, students, parents and governors are able to cite fluently and explain the values and what they mean for the life of the school. Working in a warm and welcoming, yet purposeful environment, our mission is for everyone to be happy and inspired by their school experience. We empower students to harness their own creativity, to raise their aspirations and to achieve their potential. The school’s excellent student behavior and high academic achievement spring from the values which inform its culture. Working together, they gain confidence and pride to take their place in our community.

WHAT ARE OUR EXPECTATIONS OF BEHAVIOR TOWARDS EACH OTHER?

At GSHS, we believe that for our students to fulfil their potential and be successful, they must have the opportunity to make the right choices, develop key learning habits and demonstrate self-discipline, underpinned by personal responsibility and accountability; understanding their role in developing a common purpose across our school community and beyond, so that when they leave GSHS they are not only prepared academically, but also inspired to make a proactive, positive and lasting contribution to society and live happy, healthy and fulfilled lives. Our ‘GSHS Learning Habits’ provide a framework aligned with our three pillars of school values, Community, Learning and Self, and are embedded within our daily practice and routines. From the moment students join GSHS, they are taught the importance of, and expected to demonstrate, our five learning habits. (see below). We believe every individual has the ability to demonstrate these habits and, in doing so, each student will thrive at our school; giving themselves the best platform to be successful here and in the professional world of work. All members of our school community are expected to work in an atmosphere of mutual respect; accepting no excuses as we expect all members of our school community to uphold our GSHS Learning Habits 100% of the time.



HOW DO OUR CURRICULUM AND TEACHING DEVELOP RESILIENCE AND CONFIDENCE?

Our ten school values fall into three pillars of community, learning and self and these thread their way throughout our curriculum. We believe that if children understand the purpose of what they are learning and why they are learning it; not only will they be more engaged but they are much more likely to remember what they have learnt and be able to use it again in the future. We have designed a knowledge based, word rich curriculum and we evaluate what knowledge and skills pupils have gained (at each stage) against expectations. The impact of innovations such as knowledge organisers and student self-selected KS4 target grades, will be reviewed regularly and remodelled to help all pupils perform well. We also won’t be shy about investing in our staff to ensure they are using the most effective techniques to help students secure what they learn in class is committed to their long-term memory, regardless of their starting point. Furthermore, we understand that those extra important details such as careers guidance, RSE, PHSE, British Values and enrichment should not just be bolted on but play an integral part of ‘what we do’ as a school community. All of these plans and actions are evidence-based and research-driven. In short, our ambition is to create a dynamic learning culture and deliver a bold curriculum and personal development programme that ensures that both students and staff have the courage and determination to **dare for greatness**.

HOW GOOD IS OUR CO-CURRICULAR PROVISION? Our Scholars Enrichment and Extra-Curricular Programme recognises and celebrates the commitment, success and achievements of our students in contributing to a positive school ethos. The activities help all students to study concepts with greater depth, breadth and complexity, whilst also helping students to pursue their own areas of interest and strengths outside the normal parameters of the school day. The purpose of our enrichment programme is to provide extended learning opportunities for our students, allowing them to develop the skills and characteristics that will provide a solid foundation for all aspects of their lives as future leaders. We never lose focus on academic excellence, but our students benefit educationally, personally and socially from a rich and rounded educational experience. **Duke of Edinburgh:** All Y9 students are given the opportunity to do the Bronze award. Progressing from this, Y10&11 students undertake the Silver award and Y12 students undertake the Gold award. **John Muir:** All Y7 students take part in the John Muir award. **CREST** All Y8 students have the opportunity to take part in the CREST award. In the sixth form students choose a **curriculum enrichment** programme which is timetabled for 1 hour per week such as The National Bar Mock Trial Competition and The Young Enterprise Programme. Students are also invited to join a number of **‘Aspiring Professional Programmes’** which focus on the provision of super-curricular opportunities in STEM, Law, Teaching, Business & Enterprise. The Arts, and Social Science

HOW DO WE ENSURE THAT ALL OUR PUPILS’ BENEFIT?

As our values reflect, our aim at GSHS is to ensure that achievement and enjoyment is for ALL. We maximise the impact of the **PP grant** by using a tiered approach – high quality teaching, targeted academic support and wider strategies.

We support our disadvantaged students financially to get involved in enrichment activities and we plan, track and reward their involvement to create a whole school culture of enrichment. At KS5 the post-16 bursary is used to ensure all students can participate in curriculum enrichment and cultural experiences.

Breakfast and LRC clubs are established and we have created additional pastoral capacity to support our disadvantaged students.

We raise aspirations by challenging the ‘not for us’ and stereo-typical views in our **CEIAG** programme, supporting social mobility and inclusivity.

Our **EAL** students are supported through a programme of proficiency testing and tailored intervention. And our **SEND** students are supported via ECHP’s and pupil passports. Classcharts is used to share effective strategies to support specific areas of need with teachers.

Scholars Programme: Award Structure

Bronze (Y7)	Self-nomination and countersigned by staff	2 half terms
Silver (Y8)		4 half terms in addition to bronze
Gold (Y9)		Further 8 half terms in addition to silver above
Platinum (KS4 & 5)	Nominations by staff only	Demonstrates selfless commitment throughout Year 7-11 which goes ‘above and beyond’ the usual remit and expectations of student engagement.



Scholars Programme: A student who joins an extra-curricular / enrichment programme at the start of Year 7 and continues with that programme will receive an award for commitment at each mid-year Scholar’s Awards Assembly and could reach Platinum by mid-year of Year 10. Students who join mid-year will still be recognised, although the time commitment is not transferable from one activity / club to another. Students who remain committed to a programme throughout Yrs. 7-11 and remain in Barrow Hall College have the opportunity to be recognised as a Barrow Hall College Subject Scholars. Scholars Awards Assemblies will take place in HT4 (Mid-year Celebration Assembly) and HT6 (Summer Celebration Assembly). Subjects are grouped into the categories of: Creative Arts, Performing Arts, Sport, STEM, Humanities, Literacy and Eco.

HOW WELL DO WE PROMOTE THE VALUE OF VOLUNTEERING AND SERVICE TO OTHERS?

Great Sankey High School is a partner school for the National Citizenship Service (NCS). The school actively promotes participation in the NCS programme and has had a large number of Y11 and 12 students volunteer as part of this. Year 12 and 13 students act as ‘Reading Buddies’ for lower school students and as ‘Subject Scholars’ working as teaching assistants in main school lessons. The sixth form students also offer supervision and support in the Ready to Learn Centre and the ‘Safe Space’ for vulnerable main school students at break and lunch times.

We have a student leadership team both in school and college which brings with it many volunteering opportunities with dedicated house captains and student ambassadors with specific foci such as peer support, mental health, diversity, fundraising, student voice and SEND.

Our music department perform at local care homes and we support both national charities and local charities including Warrington Food Bank, Alder Hey Hospital, and St Rocco’s Hospice.

We are already the largest provider of the Duke of Edinburgh’s Award in the North West and the largest provider of the John Muir environmental award nationally, both of which offer volunteering opportunities.

At GSHS we expect students to model our 5 learning habits. Those who consistently demonstrate these habits are **On TRACK** to be successful, both academically and socially:

Time Management Ready to Learn Act on Instruction Correct Uniform & Equipment Kind & Respectful

We empower our students to **Dare for Greatness** and have two simple questions for students to reflect on: 1. Tomorrow's Aspiration: What do you want to achieve? 2. Today's Question: Are you On TRACK? **Self-reflection by students:** Throughout each half term, students will complete a self-reflection task covering each of the five GSHS Learning Habits and then an overall Tomorrow's Aspiration supported by Today's Question reflection piece to determine if they are On TRACK. As part of this reflection, students will then create personalised targets which they will apply in their lessons to demonstrate the GSHS Learning Habits independently and consistently. **Half term trackers** are completed for each student in each subject to provide an On-TRACK summary grade of outstanding, excellent, good, satisfactory or concern.

PSHE/RSE

Our PSHE/RSE curriculum is compliant with statutory mandated requirements and closely follows the PSHE Association Programme of Study meaning that we have a comprehensive programme that integrates but is not limited to statutory content. Statutory content is covered by learning opportunities for each key stage across the Programme's three core themes: **'Health and Wellbeing', 'Relationships', and 'Living in the Wider World'**. Our curriculum also covers economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk. These areas are mainly covered with the 'Living in the Wider World' core theme – and though not yet statutory, we consider them to be vital parts of any school's PSHE curriculum. The curriculum is **spiral in nature** and topics are revisited throughout the key stages in an age appropriate manner progressing in coverage depth, scope, and challenge whilst deepening students' thinking.

KS3	1 hour per week in 20-minute PDR slots
KS4	1 hour per week in 20-minute PDR slots
KS5	1 hour per week in a dedicated PSHE tutor session

Drop-Down Days: We are also moving towards having termly drop-down days to benefit from the expertise of local and national agencies and services such as The Risky Behaviours Team, Stonewall, The Proud Trust, Mermaids, National Careers Service, Bikability, Axxess Sexual Health, RASAC, NSPCC.

Finance:

KS3	Making ethical financial decisions. Saving, spending and budgeting our money. Evaluating value for money in services. Risks and consequences of making financial decisions.
KS4	Understanding the causes and effects of debt. Understanding the risks associated with gambling.
KS5	University fees and loans. Budgeting whilst living away from home. Tax and NI. Savings. Managing Debt.

The PSHE curriculum provides ample opportunity to cover British Values and SMSC issues.

British Values & SMSC within PSHE

KS3	Diversity, prejudice and bullying, including cyber bullying. Unwanted contact and the law surrounding FGM. Rights and responsibilities in the community. Tackling age and disability discrimination. Tackling racism and religious discrimination, promoting human rights. Sexuality and consent. Gang crime. Tackling homophobia, transphobia and sexism. Legal consequences of sexual harassment and violence.
KS4	Legal consequences of drug use. Tackling domestic abuse and forced marriage. British values, human rights and community cohesion. Challenging extremism and radicalization.
KS5	Radicalisation. Consent. Data protection laws. Workplace health and safety laws. Sexual harassment and violence – legal consequences and right to individual liberty. Law surrounding carrying weapons, forced marriage and FGM.

In addition to PSHE, assemblies are scheduled once a week and are aligned with the 10 school values and as such cover BV and SMSC topics.

Departmental curriculum documentation such as units of work also include explicit links to BV and SMSC. Curriculum enrichment opportunities such as debate club, current affairs club, film club and the National Bar Mock Trial all align with BV and SMSC. At KS5 a weekly PDR session is dedicated to 'learn something new' outside of their daily experience and subject's curriculum.

Student leadership also allows opportunities for the social aspect of SMSC with students participating in the local community, volunteering and cooperating.

Subject arranged trips and visits also provide cultural opportunities such as the social sciences & law residential to London, visiting Parliament, UKSC, Royal Courts of Justice and more; the Geography residential to Iceland and Italy; The History visit to the Auschwitz concentration camp and the STEM visit to Cern.

Careers and Enterprise Information & Guidance (CEIAG)

Every child should leave school prepared for modern Britain. CEIAG is crucial in helping students emerge from school more fully rounded and ready for the world of work. GSHS aims to deliver impartial guidance through a range of processes designed to develop high aspirations in pupils, encourage pupils to consider a broad and ambitious range of careers and enable individuals to make informed. We use the Gatsby Charitable Foundation's Benchmark's to develop, assess and improve our careers provision.

Benchmark 1: A stable careers programme	The school has a careers programme which meets the requirements of the Gatsby Benchmarks and is seeking to gain formal accreditation through the Quality in Careers Standard.
Benchmark 2: Learning from career and labour market information (LMI)	By the time they reach age 14, all students will have accessed and used information about career paths and the labour market to inform their decisions on study options. LMI is accessed from a range of sources including the National Careers Service, the Unifrog platform, and the DWP through the Job Centre Plus 'Support for Schools Programme. The school uses a number of interventions to tackle gender stereotypes, for example by arranging for students to talk to men and women who work in non-stereotypical roles and raising awareness of the range of careers that STEM qualifications offer. LMI is also used to support social mobility by raising student aspirations. Available apprenticeships are advertised on a fortnightly basis via teams and our careers SharePoint site.
Benchmark 3: Addressing the needs of each	We raise the aspirations of all by tailoring the programme to individual needs. Each student has a personalized careers guidance meeting with the independent career's advisor. Priority is given to SEND, PP and at risk of NEET. We measure success by analyzing destinations data. We work with the LA to ensure that Y11 students have agreed post-16 plans and have received an offer of a suitable place under the 'September guarantee'.
Benchmark 4: Linking curriculum to careers	Curriculum documentation such as units of work in each department explicitly link learning to careers. All HODs have completed an audit outlining how the subject contributes to CEIAG curriculum and the activities used and have indicated which of the 17 the core elements of Careers, Employability and Enterprise framework they meet.
Benchmark 5: Encounters with employers and employees	We engage with 'Speakers for Schools' who deliver a calendar of talks delivered by people such as the CEO of the Diana Award, CEO of the Health Foundation and Group Brand Management Director for Barclays and Barclaycard. We also schedule in half-termly talks from a variety of industry professionals such as the NHS, Armed Forces, Legal Profession,
Benchmark 6: Experience of workplaces	Year 10 engage in a 1-week work experience placement in the summer term. Year 12 engage with an 'executive shadowing' placement in the summer term. All year groups are encouraged to engage with virtual work experience opportunities which are advertised via teams and the SharePoint careers sites.
Benchmark 7: Encounters with further and higher education	Year 10 engage in a 'college experience day' as part of their post-16 drop down days in the summer term. Here they experience the life of one of our sixth form students. Year 11 engage in a 'college taster day' following the sixth form college open evening in the autumn term. Representatives from FE and HE colleges attend both post-16 and post-18 Y12 visit the UCAS exhibition in Liverpool or Manchester HE Open days are advertised via teams and the careers SharePoint sites
Benchmark 8: Personal guidance	Every student has the opportunity for personal guidance interviews with a qualified, independent careers adviser whenever significant study or career choices are being made. We integrate this guidance within the pastoral system so that interviews can be followed up by form tutors. The personal guidance is clearly connected with the wider careers programme. When working with SEND students, the adviser uses the outcome and aspirations in the ECHP, where they have one, to focus the discussion.

Delivery: CEIAG is delivered in number of ways – through the 'living in the wider world' theme of the PSHE curriculum during PDR sessions and in the near future, via drop—down days which allow focused, quality time and to benefit from expert delivery from local and national organisations and school alumni.

	FOCUS	Drop Down Day(s)
KS3	Enterprise skills. Challenging career stereotypes and raising aspirations. Understanding careers and future aspirations. Identifying learning strengths and setting goals as part of GCSE options process; planning and carrying out an enterprise project.	Unifrog: skills and competencies, careers library treasure hunt, interests profile, GCSE options, leadership.
KS4	Preparation for work experience. Evaluation of work experience and readiness for work. Post-16 options including further education, apprenticeships and traineeships. Skills for employment, post-16 study and career progression.	Post-16 careers fair & College Experience Day Post-16 options, post-16 study skills, CV writing, psychometric testing, interviews, assessment centers. College taster Day.
KS5	Preparing for executive shadowing. Evaluation of executive shadowing and readiness for work. Post-18 options including University and apprenticeship applications	Post 18 week – post-18 careers fair, CV writing, psychometric testing, interviews, assessment centers, university visit, personal statement writing

Teams & Sharepoint: All students have access to a Sharepoint site which is used to notify them of opportunities and the share information and links to external help and guidance.

Unifrog: All students have access to the Unifrog Careers Platform. The platform enables students to access LMI, research study and career pathways and options, log interactions with employers, employees, FE and HE providers, evidence skills acquisition and competencies, access MOOCs and webinars and draft CVs and personal statements.

Pledge: GSHS is supported by 'The Pledge' – an Enterprise Adviser (a senior volunteer from business) who helps unlock relationships with other local businesses.

