

**MOORFIELD PRIMARY SCHOOL**



**CHARACTER  
EDUCATION  
STATEMENT**

*Inspiring Creative Learners for Exciting Futures*

## WHAT CHARACTER EDUCATION IS

Character is a set of personal traits or dispositions that produce specific moral emotions, inform motivation and guide conduct. Character education includes all explicit and implicit educational activities that help young people develop positive personal strengths called virtues.

Character education is about helping pupils grasp what is ethically important in situations and how to act for the right reasons and to be reflective. This involves knowing how to choose the right course of action in difficult situations and it to make choices through growth and wisdom.

The ultimate aim of character education is not only to make individuals better persons but to create the social and institutional conditions within which all human beings can flourish.

## KEY PRINCIPLES FOR CHARACTER EDUCATION

- Character is educable and its progress can be assessed holistically
- Character is important: it contributes to human and societal flourishing
- Good education is good character education
- Character is largely caught through role-modelling: school culture and ethos are therefore central
- A school culture that enables pupils to develop positive relationships, competence, and self-determination - the acquisition of good character
- Character should also be taught: direct teaching of character provides the rationale, language and tools to use in developing character elsewhere in and out of school
- Character should be developed in partnership with parents, and other stakeholders
- Character education is about fairness and each child has a right to character development
- Positive character development empowers pupils
- Good character demonstrates a readiness to learn from others

## WHICH VIRTUES CONSTITUTE GOOD CHARACTER?

Individuals can respond well, or less well, to the challenges they face in everyday life, and the virtues are those character traits that enable human beings to respond appropriately to situations in any area of experience.

These character traits enable people to live, cooperate and learn with others in a way that is peaceful, neighbourly and morally justifiable.

In addition to **moral virtues**, is the requirement to promote specific **civic virtues**, such as civility, service, citizenship, and volunteering, which help pupils understand their ties to society and their responsibilities within it. Furthermore, all developing human beings will need to possess a host of **intellectual virtues**, such as curiosity, and critical thinking, which guide their quest for knowledge and information. The ability to learn from experience (and make mistakes) is at the centre of it. All human beings need personal traits that enable them to manage their lives effectively. These traits are called **performance virtues**, to distinguish them from the specifically moral ones and include determination, confidence and teamwork. All good programmes of character education will include the cultivation of performance virtues, but they will also be clear that those virtues derive their ultimate value from serving morally acceptable ends, in particular from being enablers and vehicles of the intellectual, moral and civic virtues.



Although virtues can be divided up into different categories, they form a coherent, mutually supportive whole in a well-rounded life, and character education is all about their integration.

#### ***Virtues can be:***

- **Caught:** the school community of both staff and pupils provide the example, culture, and inspirational influence in a positive ethos that motivates and promotes character development.
- **Taught:** the school provides educational experiences in and out of the classroom that equip pupils with the language, knowledge, understanding, skills and attributes that enable character development.
- **Sought:** the school provides varied opportunities that generate the formation of personal habits and character commitments. These help pupils over time to seek, desire and freely pursue their character development.

### **SCHOOLS ETHOS BASED ON CHARACTER**

Our Ethos, Vision and Values are values driven and demonstrate academic, professional and social success. They are committed to developing the character of all pupils. The school ethos is the collective character of everyone and links to the Character Virtues.

#### **Ethos Statement**

*Moorfield School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment.*

*A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.*

*We endeavour to promote positive relationships with parents, governors and members of the wider community.*

#### **Mission Statement**

*Moorfield is an inclusive school community where children are encouraged and supported to grow, thrive and be their best.*

*This happens through the provision of a nurturing and challenging environment, which provides rich learning experiences that allow children to show their qualities and skills both inside and outside the classroom.*

#### **Vision**

*'Inspiring Creative Learners for Exciting Futures'*

*We aspire for the children of Moorfield Primary School to have the skills to be resilient, independent, confident and motivated in this ever changing world to take full advantage of all future opportunities.*

#### **Values**

At Moorfield we have four core values at the heart of all that we do:

- **RESPONSIBILITY** *Giving our children the expectation to behave appropriately, make responsible decisions and have a role in their school and community.*  
**Our children make informed 'good' choices as not only to become skilled learners in their learning journey but also well rounded citizens with spiritual, moral, social and cultural awareness.**
- **PERSEVERANCE** *Giving our children the self belief to be determined individuals that value hard work, have skills in investigation and problem solving and a responsibility for their own progress.*  
**Our children set goals to do their best and they are proud of all their achievements**
- **COMPASSION** *Giving our children the humility to share in the lives of others, identify human suffering and take action to help, improve and transform it.*  
**Our children recognise their own uniqueness and respect the uniqueness of others**
- **THANKFULNESS** *Giving our children the reminder of gratitude, good manners, being appreciative and thankful for those things we often take for granted.*  
**Our children are excited by their learning with all their talents being developed. They are appreciative and motivated to become life long learners and are able to take full advantage of the next stage in their learning journey.**

As a school, we have developed an 'Aspirations and Character Charter' to highlight explicit examples of Moorfield activities that support academic; participation and competing; leading and serving and diversity and creativity, aspiration and character. Alongside this is an Experience Charter to ensure children are provide with opportunities to experience activities that support Cultural Capital.