

Aspire

Believe

Achieve



Staffordshire University Academy

CHARACTER Programme

The National Context

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes *'the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life'*.

Schools have a statutory duty to safeguard children and promote young people's wellbeing.

The government also emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The DfE's Education Strategy Overview 2015-20 (DfE, 2016) highlights the importance of preparing students for adult life, whilst building character and resilience is one of the DfE delivery priorities. In support of this goal, the DfE has pledged to support schools to develop students into 'well-rounded, confident, happy and resilient individuals to boost their academic attainment, employability and ability to engage in society as active citizens'.

The School Inspection Framework (May 2019) section 214 states that "Schools are crucial in preparing students for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so."

From September 2020 RSE education will be mandatory across all schools in the UK.

CHARACTER at Staffordshire University Academy

At Staffordshire University Academy, our intent is to take a whole academy approach to a student's CHARACTER programme. This reflects the needs of the students and the vision of the academy.

At Staffordshire University Academy we aim to nurture all students to ensure they are happy and confident learners. Through an environment that provides inclusive learning opportunities for all; they can achieve their personal best and aspire to be successful in the future.

Students will learn to be reflective and be taught the importance of respect and tolerance for others. Young adults leaving SUA will contribute positively to the local community and be fully prepared for life in modern Britain.

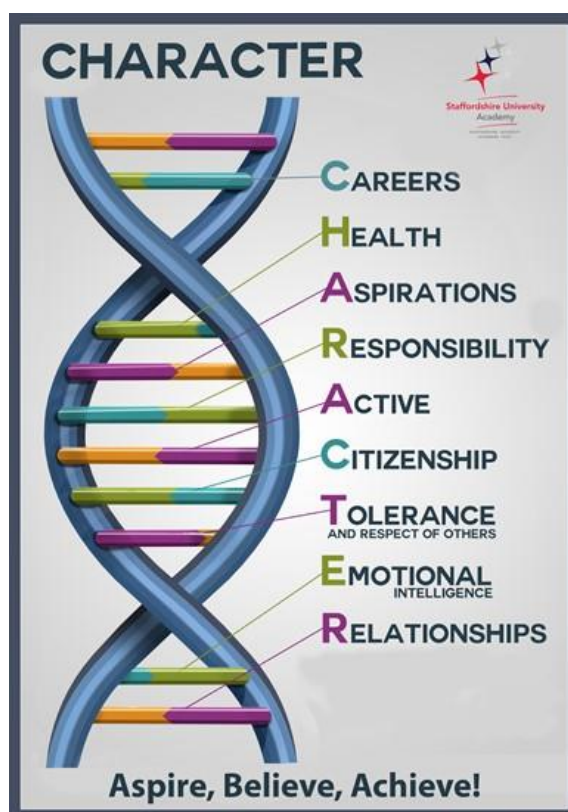
We will instill the fundamental values of: democracy, freedom, a wider understanding of

different faiths and beliefs and celebrating diversity. Students will appreciate the clear link between rights and responsibilities and know the difference between right and wrong.

CHARACTER Education and its aims at SUA

CHARACTER Education is as an approach to developing a set of values, attitudes, skills and behaviours that are thought to support young people's development and contribute to their success in school and in adult life. These qualities include respect, leadership, motivation, resilience, self-control, self-confidence, social and emotional skills, and communication skills (Education Endowment Foundation, 2016).

At SUA, CHARACTER Education develops the following 8 themes;



At SUA we believe that these themes are essential in supporting the DfE in its goal of developing students into 'well-rounded, confident, happy and resilient individuals to boost their academic attainment, employability and ability to engage in society as active citizens' (The DfE's Education Strategy Overview 2015-20, DfE, 2016).

The aim of the CHARACTER Education at SUA goes beyond the development of specific themes and also develops an environment that is more conducive to learning and raises the aspirations of students.

Whole academy approach

At Staffordshire University Academy we aim to provide all of our students with skills that will improve their life chances. CHARACTER is an innovative programme designed to encourage positive character attributes in our young people. Provision for CHARACTER at our academy comes from a variety of identifiable sources:

1. CHARACTER Programme – morning registration

The tutor time programme focuses upon key areas of personal, social and health education and has three core aims. These are to:

- Broaden the perspectives of our young people
- Challenge conventional thinking
- To encourage our young people to make choices that create a better future

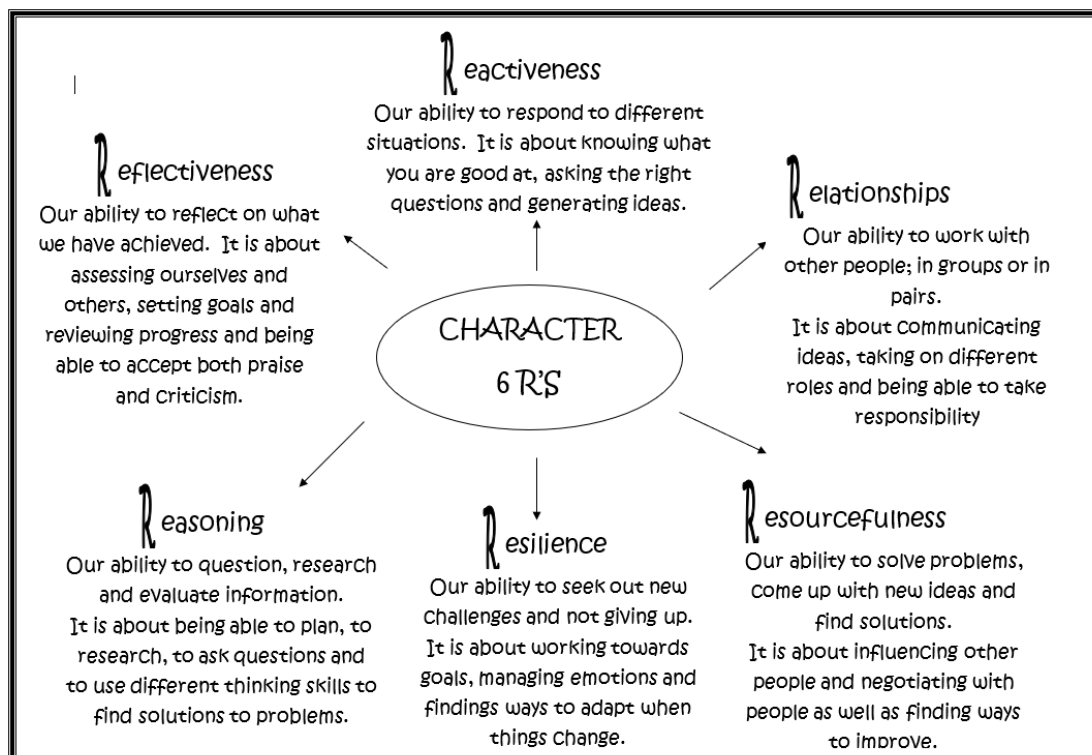
These sessions are designed to be stimulating for our students and offer an environment where they will share opinions, discuss current issues, reflect on how these might be relevant to their own life and circumstances. Students are also encouraged to actively consider how they may contribute to the lives of other people through their actions and beliefs. Students are challenged about their understanding of different cultures and religious beliefs through the integration of religious education into these sessions.

2. Current Affairs – morning registration

During morning registration students learn about current affairs in the weekly news. This may include watching video clips on latest issues surrounding extremism, activity on social media, etc. Some topics on current affairs may link with the theme that is set as part of the CHARACTER programme.

3. CHARACTER - curriculum lessons

These are weekly lessons that are designed to up skill students to develop their character and are based around the 6 R's principles that are shown below.



3. Assemblies

These are delivered by members of teaching staff, Heads of Year, SLT and visiting speakers during the year. Assemblies are mapped against the themes of CHARACTER Education and are supported by the SUA staff, 'Thought of the Week'.

4. National Curriculum lessons

Within subjects and departments, many aspects of CHARACTER are delivered and these signposted on SOW.

5. Extra-curricular activities

Through a growing range of clubs and wider opportunities, students have the chance to develop personally, socially and emotionally. These opportunities also embrace student leadership potential.

6. Careers

Careers Education, Information, Advice and Guidance (CEIAG) plays an essential role in the CHARACTER programme. A range of relevant activities supports them at key decision making points such as Year 8 creative options, Year 9 GCSE pathways, Post 16 and beyond. SUA is committed to providing our students with a robust programme of CEIAG for all students from Years 7 to 13 and beyond and recognises our statutory requirements.

7. Wider community

Our links with the immediate and global community enable students to reflect on their place in the world and appreciate the importance of relationships and an understanding of other cultures. Guest speakers may come into SUA to complete talks with targeted groups of students.

Outline of CHARACTER Programme 2019-2020

Overview of CHARACTER programme in weekly tutor period

Tutors are provided with a range of resources and curriculum map to support the delivery of character on tutor periods. All resources can be accessed from the 'Staff Shared' area.

Here, various folders are available that include all required worksheets and supporting PowerPoints. Tutors and Heads of Years are provided with all of the resources that are part of the programme of study.

Typicality walks and student voice will take place during the course of the year to monitor and evaluate the impact of these sessions.

Note: due to an ever-changing society, some of the sessions may be cancelled and an alternative programme will be implemented. This is so that current affairs and fundamental British Values can be addressed when it is necessary. In the event of this, staff will be informed in a change to the programme and be provided with all resources in order to successfully deliver these drop-down sessions.

The next page provides an overview of the themes that are covered in the CHARACTER programme during the 2019-2020 academic Year. Other topics may be covered depending on progress and current affairs.

Tutor CHARACTER Programme Overview 2019-20

Date (w/b)	Year 7	Year 8	Year 9	Year 10	Year11
Autumn 1	New Perspectives, Awakening Spirituality, Black History Month	Social Media, In the pursuit of happiness, Black History Month	Self mastery, the many tasks of me, Black History Month	#Knifefree, Long Live the Democracy	Revision/Intervention A Question of Faith
Autumn 2	Anti Bullying Week, Being me and loving it! Around the Globe	Anti Bullying Week, No person is illegal, Looking beyond the selfie	Anti Bullying, Strong Societies	Critical Consumers, Cannabis and Mental Health	Revision/Intervention A Question of Faith
Spring 1	What makes me British, Gang Culture	Around the globe, Gang Culture	Dove - Self Esteem Project, My health	The truth is out there!	Revision/Intervention Matters of Life and Death
Spring 2	LGBT, Careers	LGBT, Are you what you wear	LGBT, Fantasy V Reality	Its all about the money, money, money	Revision/Intervention
Summer 1	Anti Bullying Project, Inspirational People	Personnel Hygiene	Life Skills, The Ideal Candidate	Why Revise?, Cheers!	Revision/Intervention Strictly Soulmates
Summer 2	Disability - Don't stare at me, Since 911	Drugs, Smoking	Modern Society	Let's talk about...	

Termly Tutor CHARACTER Programme

Autumn 1

Year 7	Year 8	Year 9	Year 10	Year 11
<ol style="list-style-type: none"> 1. New perspectives - seeing things from alternative views. 2. New perspectives 2 - seeing things from alternative views. 3. Patch Adams - Looking at things in a different way. 4. Shift happens - Preparing for a new future. 5. Ambition timeline - what does your future look like? 6. The story of the children that live on the dump. 7. So the world will not change me. Exploration of a story. 8. The importance of Black History Month. 9. Black lives Matter. 10. Recognising the achievement of black people. 	<ol style="list-style-type: none"> 1. Capital I in social media - How does social media effect your personality? 2. Can social media change the world? 3. Dear social media - the negative impact of social media. 4. Living in the modern age. 5. Digital detox - would you benefit from a social media break? 6. What behind the post - do social media sites always give a true picture? 7. CHARACTER questions 8. Money can't buy happiness 9. Happy V Success SUA1 10. Happy V Success SUA2 11. Algorithm for happiness 12. A very happy brain 13. Why is Black History Month important? 14. Black lives matter 15. Black History Month 	<ol style="list-style-type: none"> 1. What is a growth mindset? 2. Do you have a growth mindset or a fixed mindset? 3. How confident are you in yourself? 4. Self mastery the genius 5. Self mastery – the matchstick test 6. The many masks of me1 7. The many masks of me 2 8. Unmasking ourselves 9. Why is Black History Month Important? 10. Black Lives Matter 11. Black History Month 	<ol style="list-style-type: none"> 1. #Knifefree 2. Real life stories – Ben and Aliya 3. Now it's your turn 4. Changing the conversation 5. What is a democracy? 6. Dictatorship V Democracy 7. Whose is in the lead – first past the post? 8. Stand up and be counted. 9. Literacy 	<ol style="list-style-type: none"> 1. Revision Strategies and Exam Preparation 2. Literacy 3. A Question of Faith 4. Mental Health and Well-being

Autumn 2

Year 7	Year 8	Year 9	Year 10	Year 11
1. Tim's Story – The impact of bullying. 2. Ditch the label – 3. Choose Respect 4. Being me and loving 5. Self belief – how do you get it? 6. Don't Judge me! Self acceptance. 7. Be yourself.# 8. Bedroom culture – challenging typical national stereotypes. 9. Looking beyond the image. 10. I am human therefore I must be stereotypes 11. Singing stereotypes	1. All equal, all different1 2. All equal, all different 2 3. The scars of bullying 4. Cyberbullying 5. Beyond the bully 6. No person is illegal – a human story 7. In their shoes 8. The power of the passport 9. The power of the media 10. Why volunteer 11. Price tag 12. Looking beyond the selfie	1. All equal, all different1 2. All equal, all different 2 3. The scars of bullying 4. Cyberbullying 5. Beyond the bully 6. What's the problem? 7. Ant Societies 8. Whose problem is it anyway? 9. Fix my street 10. Should I vote	1. Understanding the cannabis issue1 2. Understanding the cannabis issue2 3. The consequences of cannabis 4. Consumer choices - chocolate 5. Buy local or buy global 6. Advertising and ethics 7. Understanding consumer choices	Revision Strategies and Exam Preparation Mental health and well-being

Spring 1

Year 7	Year 8	Year 9	Year 10	Year 11
<ol style="list-style-type: none"> 1. What makes a person British? 2. British Cuisine. 3. The Olympics - national identity. 4. Am I proud to be British? 5. For the good of the gang. 6. Rubble kings case study - positive ways to release tension and frustration. (rap battles) 7. Channelling frustrations - small project following a scenario. 	<ol style="list-style-type: none"> 1. Bedroom culture 2. Looking beyond the image 3. I am human therefore I must be stereotyped 4. Singing stereotypes 5. For the good of the gang 6. Rubble kings 7. Frustrations 	<ol style="list-style-type: none"> 1. Dove self-esteem project -Appearance ideals 2. Media messages 3. Confront comparisons 4. Body talk 5. My Health 6. Mental Health 1 7. Mental Health 2 	<ol style="list-style-type: none"> 1. Safeguarding 2. Being impersonated on Social Media 3. Fraping 4. Hijacked Videos 5. Online extremism 6. Digital footprint 7. Ratings and responses 	Revision Strategies and Exam Preparation Mental health and well-being

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Spring 2

Year 7	Year 8	Year 9	Year 10	Year 11
<ol style="list-style-type: none">1. LGBT Month.2. The Pride Flag.3. Unusual Jobs.4. Wages5. Income tax6. Budget.7. Peer interviews.	<ol style="list-style-type: none">1. The Pride Flag2. LGBT History Month3. Are you what you wear4. Are you what you wear 25. The true cost of clothing6. What happens to your clothes7. The clothing revolution	<ol style="list-style-type: none">1. The Pride Flag2. LGBT History Month3. The Media and Body image4. The Law, sex and the internet5. What is okay in a teenage relationship?6. This is abuse	<ol style="list-style-type: none">1. Managing Money2. Managing on a budget3. Budgeting for a mobile phone4. Borrowing Money5. Managing your Millions16. Managing your millions 2	Revision Strategies and Exam Preparation Mental health and well-being

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Summer 1

Year 7	Year 8	Year 9	Year 10	Year 11
<ol style="list-style-type: none">1. 4 week project raising awareness of bullying.2. Qualities of inspirational people.3. 2. Katie Piper - dealing with challenges in a positive way.4. 3. Dick and Rick Hoyt.5. 4. Nick Vujicic	<ol style="list-style-type: none">1. Hip to hygiene2. Sorting out stinky Bob3. Tim and Mody campaign4. Are you a stinker?	<ol style="list-style-type: none">1. What is your money personality?2. What comes in, what goes out?3. Calculating monthly costs4. Reflection task5. Interview skills6. Mock interviews7. Interviews – what does your body language say?18. Interviews – what does your body language say?2	<ol style="list-style-type: none">1. Why Revise?2. Getting Prepared3. Revision techniques4. Exam techniques5. Short term consequences of alcohol6. Long term consequences of alcohol7. Alcohol and mental health8. Binge drinking	Revision Strategies and Exam Preparation Mental health and well-being

Summer 2

Year 7	Year 8	Year 9	Year 10	Year 11
<ol style="list-style-type: none"> 1. Are people disabled by society? 2. End the awkward campaign. 3. Dealing with disability. 4. Tolerance 5. Rule of law. 6. Rule of law and fair justice. 	<ol style="list-style-type: none"> 1. The dangers of drugs¹ 2. The dangers of drugs² 3. The dangers of smoking¹ 4. The dangers of smoking² 	<ol style="list-style-type: none"> 1. Islamophobia 1 2. Islamophobia 2 3. Islamophobia 3 4. Islamophobia 4 	<ol style="list-style-type: none"> 1. Pornography 2. Young people, the media and sexual identities 3. Sex and social media 4. Sexual bullying 	

Overview of CHARACTER Curriculum Programme

The CHARACTER curriculum is implemented as specific lessons across Key Stage 3. Staff are provided with a range of resources and curriculum overview to support the delivery of CHARACTER. All resources can be accessed from the Staff Shared area.

Here, various folders are available that include all required worksheets and supporting PowerPoints. The resources include a range of skills based lessons that follow the 6 R's values or follow the character education framework developed by The Jubilee Centre for Character and Virtues at the University of Birmingham (2017). In Year 8 students will also follow a cross curricular project across English faculty, the creative faculty and CHARACTER lessons based upon the play Free! Students in Year 8 and Year 9 will also get to develop their character through their participation in the LORIC programme.

Typicality walks and student voice will take place during the course of the year to monitor and evaluate the impact of these lessons.

The overview below highlights the themes that are covered in the CHARACTER Programme during the 2019-2020 Academic Year.

	Year 7	Year 8	Year 9
Autumn 1	Resilience	My Character	My Character
Autumn 2	Resourcefulness	My Character	My Character
Spring 1	Relationships	LORIC	The theory of Character
Spring 2	Reflectiveness	LORIC	The theory of Character
Summer 1	Reasoning	Character case studies: Free!	LORIC
Summer 2	Reactiveness	Character case studies: Free!	LORIC

Assemblies

Assemblies at Staffordshire University Academy are conducted via Heads of Year who lead their respective groups of students. An assembly plan is available separate to this document and is available to all staff at the start of each term to tailor the Character programme as they see fit.

The assembly timetable in any week is:

Monday	-	Year 10
Tuesday	-	Year 7
Wednesday	-	Year 8
Thursday	-	Year 9
Friday	-	Year 11