

Education With Character Curriculum

Principles and Purpose of our Character Curriculum

The Regis School Character Curriculum aims to develop our student's as responsible, respectful, and active citizens. Our vision statement states that when students leave the school they will be **'motivated lifelong learners, kind citizens and productive young adults'** and as such the character curriculum is designed to equip students with the **skills and attributes to thrive in the adult world**. It underpins our **commitment to the personal development** of every student. In addition, the character curriculum contributes significantly to the spiritual, moral, social, and cultural development of our students.

The character curriculum develops our students, so they reflect wisely, learn eagerly, and behave with integrity. The programme is delivered through tutor time, where we follow and adapt the Jubilee Centre for Character Education curriculum, PSHCE and RE lessons, The Regis 10 values, the taught behaviour curriculum, attitude to learning grades (**currently 97% of Y7 are at A2L 1 or 2, always or typically meeting our high expectations for classroom conduct**), the careers and My Aspire programme (**highest participation rates in the country**), student voice and leadership opportunities and our rich extra-curricular offer. In addition, impactful CPD, ensures all staff recognise the contribution they make to character curriculum, as **role models**, as educators of our behaviour curriculum and through cross curricular links within subjects. As a result, students develop confidence, resilience and tolerance and the tools they need to live a fulfilling and healthy life. The programme ensures our students are ready to embark on their next steps with ambition and the skills required to succeed in exams, the world of work and further education.

The school has been awarded the **School of Character Kite Mark** (Oct 2021 <https://www.theregisschool.co.uk/school-life/kitemark-report>) and has been reaccredited as a **UNICEF Rights Respecting Gold school** ([find report here](#)) for the third time in December 2021. Tom Haigh, ACE CEO said, **"All Schools of Character have an ethos that has been intentionally and consciously formed through the school's leadership. The Regis School is exceptional in the clarity that this ethos has. It has shaped the culture, so it is lived within the school and informs how staff and pupils communicate, behave, and conduct themselves. There is also a strong commitment to listening to pupils and parents, analysing what is said and then responding with definitive action. Serving a community which experiences disadvantage, it is clear that the school's character programme has been designed to increase levels of social mobility and ensure that any disadvantage isn't a barrier to the pupils' flourishing."**

The TRS Character Education programme has been used as an exemplar of best practice across United Learning and at the Birmingham University Jubilee Centre. The school is an active member of character lead focus groups, working to develop the character curriculum nationally. (United Learning, My Aspire, Jubilee Centre)

- **All our students are taught about the United Nations Convention on the Rights of the Child (UNCRC) and this provides a framework to promotes an inclusive environment, where our students understand they and others have the right to be safe, develop to their full potential and participate fully, irrespective of protected characteristics such as age, disability, race or religion.** All tutor activities and assembly themes link to the UNCRC, as well as taught lessons in PSHCE and links across subjects during themed days
- **The PSHCE curriculum meets all statutory requirements** and the most recent United Learning student survey confirmed that 88% of students felt SRE education was taught well (UL National average 68%). **The careers programme meets all Gatsby benchmarks** and is supplemented by the Aspirations programme in Years 7-10 and Uni-Frog and Compass+ resources In Y11 and Sixth

Form, supporting readiness for the next phase of education, training, or employment so that pupils are equipped to make the transition successfully

The Regis 10 values are referred to every day and, in every lesson, as they are linked to the school reward system. These ensure our students are respectful, welcoming, positive, independent, give service, resilient, kind, creative, listen well and have belief and give the pupils the qualities they need to flourish in society. The R10 are both explicitly taught and 'caught' by students as they underpin all aspects of school life and are the way we do things at the school. **So far this year 148,845 reward points have been awarded and 36,000+ positive emails sent home to parents.** 24% of points have been awarded to PP students. In 2021-22 137,941 reward points were issued 2021-22. 22% of these to PP

- **All students can participate in leadership activities**, as democratically elected members of the A Team (46), Sports leaders (157), Senior student leadership team (15 Sixth Form students), Rights Respecting Ambassadors (98), Wellbeing Prefects (16) and a range of subject leaders ([view student leadership film](#)). Tom Haigh, ACE CEO stated, **'the planned and intentional approach of putting pupil leadership central within the school's character strategy challenges any myths around Leadership being something that other people are entitled to. The extensive opportunities for pupil leadership firmly gives the message that pupils from the Regis School can be leaders of the future'**
- **Student voice is valued and influences planning and change** at all levels in the school. The recent UNICEF RRS Gold accreditation visit report noted, **'the schools respect for and empowerment of young people is extremely clear and highly effective. This is evident in the role pupil voice plays in shaping key areas of school life and practice, particularly regarding learning and teaching'** and that **'young people feel listened to and their views matter and they know they can make a positive difference.'**
- **The extra-curricular offer has been a whole school priority**, and we now have between 40 -45 different clubs running each week ([The Regis School > School Life > Extra curricular clubs](#)) Participation is currently running at 55%-58% of Y7-10. (UL learning from learner's survey). **243 Y7 students have enjoyed at least one club** this term, with 26% being PP. Student groups such as PP (51%) and SEN (48%) are proportionally represented or higher in club attendance figures. In response to student voice we now have over 200 students enjoying football at social times, giving ample opportunities for pupils to be active during the school day and through extra-curricular activities. This is a key vehicle in **developing students' social skills**. Many clubs are open to all year groups, encouraging socialising with students from different year groups, religious, ethnic, and socio-economic backgrounds. Data is scrutinised to track and encourage participation from all student groups. Increasingly clubs are being created in response to student voice so they can develop their talents and interests (Article 29 UNCRC). Older students run clubs for younger students (wellbeing hub, coding club). The offer was described as, **'an example of outstanding practice and essential for 'character sought'** by Tom Haigh.
- **British Values are explicitly taught** in the PSHCE curriculum and tutor programme ensuring students understand democracy (students vote annually in the national 'Make Your Mark' campaign, earning the school a silver democracy award and for their tutor A Team representative for example), individual liberty (there are numerous examples of the school responding to student voice for example), the rule of law (the army attend our remembrance service and our local PC visits every PSHCE class annually) and mutual respect and tolerance (see UL survey for positive student voice data and rewards data).
- **Spiritual development** is primarily delivered through RE, where we follow the UL curriculum, it features units on Hinduism and Buddhism, as well as the Abrahamic faiths, and includes an Equality unit which tackles issues of racism, gender, sexuality, and disability directly. In addition,

assemblies and tutor activities promote personal reflection and action. Students are challenged to think about their place in the school, community and consider how they will positively influence the world around them.

- **Moral development** and the concept of ‘phronesis’ or practical wisdom is encouraged as students are taught to reflect on right and wrong, consequences and moral and ethical issues using the Jubilee Centre for Character Education character curriculum resources (<https://www.jubileecentre.ac.uk/2955/character-education/teacher-resources>). This is a focus for themed weeks, assemblies and EWC tutor activities. Subjects regularly consider moral issues, such as IVF in Science, animal welfare in RE and social experiments in Sociology. In addition, the students look at current affairs as part of the tutor programme, where discussion is encouraged.
- Students’ **cultural development** is encouraged through a whole school commitment to a curriculum that is broad and reflects the students own experiences as well as offering a window into a wide range of cultural influences that have shaped their own heritage and that of others. An example of this is the whole school reading programme where the authors have been carefully selected in partnership with students and organisations such as UNICEF to expose students to a wide range of cultural influences. In addition, whole school events such as ‘Super Curricular’ enrichment days facilitates students participating and responding to artistic, musical, sporting, and cultural opportunities (Article 31 UNCRC). Themed weeks and assembly themes also promote equality and diversity and ensure students understand protected characteristics. Increasingly students are helping co-plan these sessions, ensuring they are responsive and relevant.
- **All students take part in social action, and this is deeply embedded in the school’s curriculum.** For example, every student has planted a crocus corm in the school grounds in partnership with The Rotary Club, as part of the national Purple for Polio Campaign and all staff and students have donated to the annual food drive, resulting in 1500kg+ collected for food rescue charity UK Harvest each year. These activities show our students how to be active citizens who contribute positively to society. R5 (Service) has been added to the R10 values in September 2022, to reflect the importance of taking practical action to make a positive change is at TRS. Our ambition for increased service opportunities continues to grow, with all Y9 having the opportunity to take part in the Walk For Change and Y8 taking part in First Give.

The following principles have informed the planning of our character curriculum

- **Entitlement:** Whilst participation in clubs and student leadership is optional it is open to all. The tutor programme, PSHCE and RE curriculum, Careers and Aspirations Programme, Memorable Moments, social action and RRS and R10 are experienced by all students. The PSHCE curriculum, for example, meets and exceeds the requirements of the National Curriculum. It ensures that students develop a secure knowledge of ‘British Values’, ‘Health and Wellbeing’, ‘Relationships’, and ‘Living in the Wider World’.
- **Coherence:** We sequence our curriculum to introduce knowledge and new ideas in a way that begins with the simplest concepts and builds to the more complex, ensuring content is delivered in an age-appropriate way. For example, Y7 follow a module called ‘My Character’ while Y8 explore the character of heroes through time in the ‘Knightly Values’ module. In Y10 students look at more complex concepts such as consent and ethical consumption. Even our leadership structure develops over time, with the youngest students gaining experience as A Team representative in Y7, moving to RRS Ambassadors and the Senior Student Leadership Team over time. Sixth Form students are introduced to the concept of ‘duty bearers’ as they approach their 18th birthday as part of our RRS programme, to ensure they recognise their responsibility to uphold the rights of children as they transition into adulthood.

- **Mastery:** Key themes are revisited across our character curriculum, giving students to develop their personal qualities over time. The R10 values are explored in depth as termly themes and then reinforced each lesson through the reward system for example. As students gain in skills and confidence, they can take an increasingly leading role in the modelling of and construction of the character curriculum (Y9 wellbeing prefects, senior student leaders, subject leaders, extra-curricular club leaders). Their 'mastery' can be tracked through the Aspirations record of achievement in Y7-10 (formally the student pledge) and going forward the United Learning charter
- **Adaptability:** all character curriculum activities are scaffolded and adapted to ensure all students can participate
- **Representation:** A diverse range of resources are utilised throughout character curriculum delivery, so that students from all backgrounds recognise the contribution of others to the shaping of society as well as the contribution they make. Student voice is actively sought in PSHCE and tutor time, to ensure students can co-construct resources with staff.

Next steps:

To ensure all our students get access to the United Learning Charter, ensuring they experience professional sport, theatre and workplaces, visit top tier universities, hear from inspirational speakers, develop confident presentation skills, gain 1:1 goal setting and careers advice, have opportunity for leadership, experience off site visits and residential trips and volunteer time to serve others.

- **Education with character:** The Character Curriculum supports students to develop in many diverse aspects of life. Through the taught, caught and sought mechanisms described above, it aims to develop our student's as responsible, respectful, and active citizens who will flourish in society

For more information regarding the curriculum content, 'what we teach, why it is taught and when' please contact caroline.saunders@theregisschool.co.uk