



The Federation of St Joseph's and St Thomas More Primary Schools

Character Education and Cultural Capital



Intent	<p>Character Education at The Federation of St Joseph's and St Thomas More Primary Schools is intended to enable our pupils to flourish as human beings, fulfil their potential and live meaningfully and harmoniously with others. The pathway to this is the acquisition and development of virtues. Character Education at our schools, therefore, is centred upon the strengthening of virtues. The four domains of virtue we explore are:</p> <ul style="list-style-type: none">• Civic virtues (Character virtues that are necessary for engaged and responsible citizenship. Examples: service, citizenship and volunteering.)• Intellectual virtues (The virtues required for the pursuit of knowledge, truth and understanding. Examples: reflection, focus and critical thinking.)• Moral virtues (Character virtues that enable us to respond well to situations in any area of experience. Examples: courage, self-discipline and gratitude.)• Performance virtues – Behavioural capabilities and psychological capacities that enable us to put the other virtues into practice. Examples: resilience, determination and teamwork. <p>Careful consideration is also given to phronesis, so that each child is supported to deliberate, adjudicate, make appropriate decisions and choose the “right” course of action.</p>
Implementation	<p>Character Education is delivered through our PHSE programmes and across all curriculum areas, as appropriate. Children have the opportunity to go on visits beyond the school, including residential and risk-taking experiences. Visitors are also welcomed into school to enhance the curriculum experience and to challenge moral and intellectual virtues. The children are rightly able to say that they were created to live fully.</p> <p>Pupils have the opportunity to be involved in the decision making process of the school and are valued members of the school council, Mini Vinnies, Playground Leaders and Well-Being Ambassadors. Pupils are also given the opportunity to represent the school at sport, music recitals and performances, STEM activities and debates. The school has a clear mission to serve others.</p> <p>Our pupils are supported to understand the democratic process and they know they have valued opinions and to respect the opinion of others.</p> <p>Our behaviour management processes encourage the children to take responsibility for their actions, to consider the impact of their choices and to reconcile their differences. They are encouraged to forgive and to understand the perspective of others. They are consequently equipped to be self-disciplined, honest and to value justice.</p> <p>A growth mindset is encouraged in all pursuits so that pupils persevere and are resilient. They are encouraged to discuss their thinking and to listen to others in order to reflect. They develop confidence as they are encouraged to “have a go”; their determination, resourcefulness and reasoning are praised.</p>

Experience	Frequency	Rationale	Effectiveness
Superlearning Days	Termly, whole school	<p>Intellectual virtues</p> <p>We provide children with superlearning days because they are accessible to all children. It is an opportunity for all children to develop new skills and to give creative-minded children a chance to excel in creative tasks. Children are provided with a range of activities lead by all teachers, on a changing theme relating to current interests, national and international events or curriculum priorities. Parents are invited to join the children for the activities to improve family engagement and to promote support at home.</p>	<p>Teachers present creative tasks and children take ownership of their learning in choosing how they respond. This increases pupil engagement and develops the pupils' ability to justify and reason. Workshops are completed creatively, allowing the children to collaborate with one another. Parents take part in the activities and therefore gain an insight into curriculum expectations and desired outcomes. Children have the opportunity to showcase the skills they have learned to their peers and parents and take responsibility for their learning outcomes.</p>
Residential visits	Annual Y6 visit to Emmaus Village	<p>Moral virtues, performance virtues</p> <p>We provide year 6 with the opportunity to stay at Emmaus Village overnight. The children are therefore encouraged to develop independence and resilience by being away from their home environment. Whilst at the village, pupils take part in workshops and activities which promote collaborative learning and creative thinking. They are able to explore their own faith and the faith of others.</p>	<p>The children who have attended these events have shown improvement in their attitude towards learning. They develop a growth mind-set with improved resilience and the ability to persevere with tasks across the curriculum. They also develop increased independence through being away from their local environment, and learn the benefits of being outdoors and maintaining an active lifestyle</p>
	Annual Y5/6 visit to Kingswood	<p>We provide children with a weeklong residential at Kingswood because we want to support children's independence and personal development. The children develop life-skills through teambuilding activities and outdoor pursuits. Many of our children are reluctant to take risks with their learning and try new experiences. Through outdoor activities, we teach the children resilience, perseverance and persistence. The children feel personal success when they achieve and</p>	

		complete tasks and see them through to the end.	
Outdoor Learning		Intellectual virtues, moral virtues We provide children with outdoor learning opportunities through an OPAL approach. Children have the opportunity to explore the outdoor environment to problem solve.	An OPAL, child-led approach builds confidence, encourages creativity and promotes independence which are essential skills for learning and for life. It has positive impacts on the children's resilience, confidence and wellbeing. Key resilient indicators, such as self-efficacy, persistence, and problem solving skills are reported to improve.
Environmental activities	Plastic Fantastic weeks "Switch Off" Days Bikeability Dwaine Pipe Gardening mornings Sustainability liturgies Litter pick Greta and the Giants week	Civic virtues The children learn about the impact their actions have on the environment and how they can act responsibly to protect the earth and its inhabitants.	Children are able to understand how to protect the earth and are able to promote positive behaviours. They are able to justify their opinions.
Parliament	Debates Visits from the local MP and councillors	Civic virtues, intellectual virtues Children learn to construct a debate and to listen to the views of others. They learn that society depends on people airing their views and making decisions based on sound intellectual foundations.	Children debate with one another, formulating an argument and justifying their thoughts. They listen to the opinions of others and adjust their own thinking accordingly. They are aware of the British values of democracy; the rule of law; individual liberty; mutual respect. They learn how laws are made.
Curriculum visits and visitors; co-curricular activities	Museums Theatres Sites of historic interest Restaurants and local shops Farm Author visits Entrepreneur visits Scientist visits History workshops	Intellectual virtues, performance virtues Children have the opportunity to visit places of intellectual and cultural interest. They take part in experiences which bring facts to life.	Children are able to retain information as a result of their memorable experiences. They become familiar with cultural activities and develop their own intellect and sense of taste. They gain an insight into community opportunities for leisure and employment.

	<p>Links to St Leonard's School</p> <p>Visits to local places of employment</p> <p>World Book Day</p> <p>500 Words</p> <p>Gilesgate Story challenge</p>		
Community Activities	<p>Frequent Parish masses, celebrations and activities</p> <p>Annual Carol Singing</p> <p>Annual May Procession</p> <p>Annual Y6 Festival</p> <p>Christingle</p> <p>Soup lunches</p> <p>Coffee mornings</p>	<p>Civic virtues, moral virtues</p> <p>Children contribute to local events by planning, performing, reading, participating in and/or benefitting from the activities. All children are able to participate at different times and their contributions are valued within the school and its wider community.</p>	<p>Children feel proud of their contributions and recognise that others value them also. They recognise the talent and contributions of others also and understand that their efforts can impact positively on the life of others.</p>
Inter-Faith visits	<p>Annual visits to mosque and synagogue</p> <p>Visits to school by people of other faiths.</p>	<p>Moral virtues, civic virtues</p> <p>Children learn about and visit people of other faiths. The immediate environment of the school has a limited demographic so the school provides these opportunities to enrich the life experiences of pupils.</p>	<p>Children have an understanding of the beliefs and culture of others and develop a respect for them. They are able to identify the similarities between people of different faiths and what underpins differences in world faiths. They are proud of their own faith and understand that it is beneficial to question and challenge this.</p>
Artists Week	<p>Annual study week</p>	<p>Intellectual virtues, performance virtues</p> <p>Children explore the talents and paintings of identified artists Every pupil is enabled to determine and express their opinions about works of art.</p>	<p>Children become familiar with different artistic styles. They are able to express and opinion on works of art and try out techniques and styles used by some famous artists.</p>
Music festival	<p>Annual performance focus</p>	<p>Civic virtues, moral virtues, performance virtues</p> <p>Children contribute to a music festival by planning, performing, reading, participating in and/or benefitting from the activities. All children are able to participate in different ways and their contributions are valued within the school and its wider community.</p>	<p>Children feel proud of their contributions and recognise that others value them also. They recognise their own talent and the talents of others. They recognise that their efforts can impact positively on the life of others.</p>

2021 Vision	Event for Year 2021	Moral virtues, civic virtues, intellectual virtues, performance virtues A range of challenges are presented to the children for them to complete individually, in groups, at home or at school; each person has the opportunity to respond in their own way.	The children try new activities which challenge and require perseverance, courage, good citizenship, determination etc.
Sports festivals	Cross Country YR Teddy Bears' Picnic Y1 Dance Y2 Multisports Y3 Skipping Y4 Handball Y5 Rugby Y6 Athletics Intra-school festivals Inter school leagues Virtual games competitions Sports day Swimming galas Gifted athlete programme	Civic virtues, performance virtues All children in all year groups take part in sporting competitions.	Children understand that people have different sporting abilities but that all can contribute to a team. They learn to be gracious in victory and in defeat and develop the attitudes to celebrate other people's successes. They know that it is important to do your best.
Choices Week	British Day Careers Day Overseas Day Safety Day Proud to be Me Day	Moral virtues, civic virtues, intellectual virtues, performance virtues Children have the opportunity to explore choices they can make and the impact this can have on their life and the lives of others. They learn about other cultures and countries of the world.	Children recognise the similarities and differences that make people unique. They understand that they have a special set of skills and talents and that they are empowered to make wise decisions that can enhance their own lives and that of those around them. They know that they were created to flourish.
Charitable acts	Lenterprise Fundraising Shoebox appeal Reverse advent calendar Soup lunches Single Use Plastic campaign	Moral virtues, civic virtues, intellectual virtues, performance virtues Children's awareness of the vulnerable in society is raised and they recognise their responsibility to be good local, national and global citizens. They have the opportunity to decide on actions they will take	Children know that their actions make a difference to others. They recognise that they can use their talents, skills and knowledge for the good of others. They develop an awareness that different people have different life experiences.

	Random acts of kindness		
Intergenerational activities	<p>Visits to residential home</p> <p>Visitors in school from older generation</p> <p>Golf tournaments</p> <p>Soup lunches</p>	<p>Moral virtues, civic virtues, performance virtues</p> <p>Pupils visit residential care homes locally to play games and socialise and also to perform. Residents from the home are invited to school plays etc.</p>	<p>Children understand that they can make a valuable contribution to the community and can develop relationships with others. They become aware of what others can offer to society and also have an awareness of limitations.</p>
Opportunities to support well-being	<p>Meditation</p> <p>Gardening Club</p> <p>School counsellor</p> <p>Music Therapy</p> <p>Sunbeams and Rainbows</p> <p>Sensory room</p> <p>Pupil voice</p> <p>Worry monsters/worry-free room</p> <p>Young Leaders</p> <p>Paired reading</p> <p>Buddies</p> <p>Nurture group</p>	<p>Performance virtues</p> <p>Based on a holistic approach to supporting mental health and well-being, we promote a "can do" and supportive approach. By identifying factors that promote well-being and by implementing a range of strategies to promote mental health for the whole school, groups and individuals, we seek to reduce anxiety and improve engagement in all school activities.</p>	<p>Children have an understanding of mental health and recognise the need to take time to relax and refocus.</p> <p>When children engage with therapy, their confidence grows and they develop a growth mindset. They have strategies that enable them to cope when challenges arise and they become less anxious. They respond in appropriate ways when they are angry or upset.</p> <p>Staff mental health is prioritised as we have a member of staff with responsibility for this..</p>
Performance Activities	<p>Nativity plays</p> <p>Liturgies</p> <p>Talent shows</p> <p>Choir performances</p> <p>Music recitals</p> <p>Parish performances</p> <p>Y6 play</p> <p>Seasonal concerts</p>	<p>Moral virtues, civic virtues, intellectual virtues, performance virtues</p> <p>Children perform in plays, musical recitals etc, using their various talents.</p>	<p>Children are proud to perform for others. They recognise that their performance can impact positively on the well-being of others and know that their contribution is meaningful. They recognise each other's talents.</p>
Impact	<p>Our children are good citizens who confidently apply their learning. They understand themselves, their relationships with others, the society they live in and their environment. They have a sense of justice and know that opinions are valued. They are tolerant, friendly, trustworthy and respectful. They have high aspirations and are well-motivated to learn.</p>		

Cultural Capital in The Federation of St Joseph's and St Thomas More Primary Schools

We define *cultural capital* as:

...the accumulation of knowledge, behaviours, and skills that a pupil can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to engage fully in society, their career and the world of work.

Ofsted defines *cultural capital* as:

... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

(2019 Education Inspection Handbook, OFSTED.)

In The Federation of St Joseph's and St Thomas More Primary Schools we equip our children with *cultural capital* in the following ways:

Early Years

Theatre visits

History "re-enactment" days

English

Theatre visits
Play performances
Reading "superlearning" days
World Book Day
Debates
Visit to Parliament

Geography

Visits to places of geographical interest
Local studies

Art

Visits to galleries
Studies of artists

Music

Visits to theatre
Performances
Instrument lessons
School choir
Specialist music teacher

STEM subjects

"Forensic" projects
Factory visits
Number "superlearning" days

PE

Healthy bodies, healthy mind
Festivals and tournaments
Cookery Club

History

Visits to places of historical interest
Exploring the history of our families, community and school

