

### Y7 Character Curriculum

Content	Character Focus	KLD Focus	
Term 1: Education: Getting the most out of school.	Pupils understand the importance of education and develop an awareness of the educational experiences that others have around the world. <b>Key characteristics:</b> Responsibility, empathy and adaptability	<b>Discussion –</b> -Clear Contribution -Chairing a discussion - responding to other’s views	<ul style="list-style-type: none"> <li>To have a basic understanding of the importance of education.</li> </ul>
Term 2: Identity: Who am I and how should I treat others?	Pupils consider the things that make them unique. They look at their identity in relation to others. They discuss how differences can be accepted within our community. <b>Key characteristics:</b> Reflectiveness, Courage, Empathy	<b>Discussion –</b> -Clear Contribution -Chairing a discussion - responding to other’s views	<ul style="list-style-type: none"> <li>To be able to consider the importance of diversity and identify where they fit within the community.</li> </ul>
Term 3: E-Safety: Society, the internet and me.	Pupils learn ways of staying safe online. They consider the benefits of the online world, as well as the risks. How it aids global communication is addressed, as well as how it might impact our personal relationships. <b>Key characteristics:</b> Responsibility, Adaptability, Curiosity	<b>Note taking –</b> -Picking out key information from a text -bullet points	<ul style="list-style-type: none"> <li>To be able to articulate some of the potential risks involved with the internet</li> </ul>
Term 4: Expression: Expressing my views in a democratic society.	The importance of democracy and the role of government in British society are explored. Pupils will learn about how government is formed and the definition of democracy. They will discuss how they can best express themselves and get their voices heard. <b>Key characteristics:</b> Honesty, Courage, Responsibility	<b>Note taking –</b> -Picking out key information from a text -mind maps	<ul style="list-style-type: none"> <li>To have a basic understanding of how power works in the country.</li> </ul>
Term 5: Expression: Radical views and the media.	Pupils will learn to recognise an extreme/ radical view. They will understand how extreme views can create divisions in community and could lead to violence. Pupils will understand how to report a view that they are concerned by. <b>Key characteristics:</b> Honesty, Courage, Empathy	<b>Summarising -</b> -Highlighting key information -Remove/Replace -General terms -Using own words	<ul style="list-style-type: none"> <li>To understand how to recognise and report extreme views.</li> </ul>

Term 6: Puberty, Sex and Relationships.	<p>Pupils build on their work in science and learn the physical and emotional changes during puberty. They explore how these changes might make them feel. They discuss the potential sexual feelings that may occur.</p> <p><b>Key characteristics:</b> Honesty, Courage, Empathy</p>	<p><b>Summarising</b> -</p> <ul style="list-style-type: none"> <li>-Highlighting key information</li> <li>-Remove/Replace</li> <li>-General terms</li> <li>-Using own words</li> </ul>	<ul style="list-style-type: none"> <li>• To have a scientific understanding of the impact of puberty.</li> <li>• To have an introductory understanding of how their feelings may change.</li> </ul>
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<b>Y8 Character Curriculum</b>			
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Content	Character Focus	KLD Focus	
Term 1: Self-discipline, role modelling and intrinsic motivation	<p>Pupils understand the difference between extrinsic and intrinsic motivation. They reflect on role modelling for the younger pupils and the responsibility that comes with this. Possible links to careers and other life choices.</p> <p><b>Key Characteristics:</b> Responsibility, curiosity</p>	<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>-Clear</li> <li>Contribution</li> <li>-Encouraging</li> <li>Others</li> </ul>	<ul style="list-style-type: none"> <li>• To review expectations and importance of self – discipline.</li> <li>• To be able to articulate, to a basic level, how self –discipline will support them.</li> </ul>
Term 2: What does happiness mean?	<p>Pupils will look at what it means to be happy. How happiness can be measured. The importance of feeling in control of our lives and our emotions. Pupils will look at mindfulness. Pupils consider the ways in which they look after themselves and the impact that has on their overall happiness.</p> <p><b>Key Characteristics:</b> Reflectiveness, adaptability</p>	<p><b>Collaborating</b></p> <ul style="list-style-type: none"> <li>-Small Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• To have an understanding of what pupils are able to do to impact on their own happiness.</li> </ul>
Term 3: Community: First Give	<p>Pupils will examine the issues that affect their community and beyond. They will consider the meaning of charity and altruism. They will understand how the welfare state aims to support people and how this is different around the world. Some understanding develops about the relationship between charity and responsibility.</p> <p><b>Key Characteristics:</b> Altruism, curiosity, empathy</p>	<p><b>Collaborating</b></p> <ul style="list-style-type: none"> <li>-Small Group discussion</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>-Planning group work</li> </ul>	<ul style="list-style-type: none"> <li>• To identify key social issues in the community.</li> <li>• To review, research and present on social issues.</li> </ul>
Term 4: Community: First Give	<p>Pupils will plan and deliver an altruistic project in their local community.</p> <p><b>Key Characteristics:</b> Altruism, curiosity, empathy</p>	<p><b>Collaborating</b></p> <ul style="list-style-type: none"> <li>-Small Group discussion</li> </ul>	

		<b>Planning</b> -Planning group work	
Term 5: Sex and Relationships	Pupils continue to look at healthy relationships. Covers contraception, local health services, sexting and consent. <b>Key Characteristics: Responsibility, Empathy</b>		<ul style="list-style-type: none"> <li>To have a basic understanding of issues around sexual health and relationships.</li> </ul>
Term 6: Education: Where will mine take me?	Pupils look at their future aspirations and how they might achieve them. They make the link between school and careers. They are made aware of their options in terms of the future. They are working towards their raising aspirations trip at the end of the year and their ARD. <b>Key Characteristics:</b> Reflectiveness, adaptability, curiosity		<ul style="list-style-type: none"> <li>To have an understanding of their dreams and aspirations.</li> <li>To be able to engage with and reflect on a RA day.</li> </ul>
<b>Y9 Character Curriculum</b>			
<b>Content</b>	<b>Character Focus</b>	<b>KLD Focus</b>	
Term 1: Identity and growing up	Pupils look at their identity in relation to stereotypes. They discuss ideas of femininity and masculinity. They consider the benefits of feeling like they belong and the importance of being recognised as an individual. Pupils will consider how their identity has and may alter as they grow up. <b>Key characteristics:</b> Responsibility, empathy and adaptability	<b>Discussing and Debating</b> Question others  <b>Planning</b> Plan an argument	<ul style="list-style-type: none"> <li>To be able to articulate some of the challenges involved in creating one's 'identity'</li> </ul>
Term 2: Changing Relationships	Pupils consider how their relationships have and will alter. They return to look at healthy relationships again (sex and contraception recap). Pupils consider the emotional repercussions of these changing relationships (friendship and romantic). They will reflect on the possibility of rejection and heartbreak. Pupils are guided to discuss the benefits of positive/ supportive relationships and how to recognise negative ones. <b>Key characteristics:</b> Responsibility, empathy and honesty	<b>Discussing and Debating</b> Question others  <b>Planning</b> Plan an argument	<ul style="list-style-type: none"> <li>To have an understanding of some of the available contraception methods</li> <li>To understand the risks of relationships and be able to contrast them with the benefits.</li> </ul>
Term 3: Money	Pupils are introduced to the idea of a monthly budget, with knowledge of what potential outgoings could be. They will connect income tax to government spending. They will begin	<b>Using evidence and data</b> Pick out key points from a variety of graphs/	<ul style="list-style-type: none"> <li>To have a basic understanding of how to budget and make financial</li> </ul>

	<p>to have hinge points for key items.</p> <p><b>Key characteristics:</b> Responsibility, Adaptability</p>	<p>charts</p> <p>Recognise the limitations of the data</p> <p><b>Discussing and Debating</b> Use evidence/ data to support points</p>	<p>decisions.</p> <ul style="list-style-type: none"> <li>To understand how income and tax works.</li> </ul>
Term 4: Financial Security	<p>Pupils consider debt and savings at national and personal levels. They learn about national debt and the reasons and impact that has. Examples of borrowing for individuals are introduced. Pupils are encouraged to understand the different types of borrowing and the reasons behind the choices people make. The emotional impact of financial security is discussed.</p> <p><b>Key characteristics:</b> Responsibility, reflectiveness</p>	<p><b>Using evidence and data</b> Pick out key points from a variety of graphs/ charts</p> <p>Recognise the limitations of the data</p> <p><b>Discussing and Debating</b> Use evidence/ data to support points</p>	<ul style="list-style-type: none"> <li>To have an understanding of the mechanism of debt in the country, both domestically and internationally.</li> <li>To be able to understand the impact of borrowing and issues around financial security.</li> </ul>
Term 5: Conflict	<p>Pupils learn about the importance of communication and debate in resolving conflict. They learn about examples of conflict (within UK, between countries) and how leaders seek resolution (parliament, UN etc.). They reflect on how this might support their own attempts to resolve conflict in their lives.</p> <p><b>Key characteristics:</b> Courage, Altruism</p>	<p><b>Note taking</b> Take targeted notes from a range of text types</p>	<ul style="list-style-type: none"> <li>To have a broad understanding of the global state of conflict.</li> <li>To understand different approaches to Britain becoming involved in conflict.</li> </ul>
Term 6: Shaping the future	<p>Pupils look ahead to the world in which they will be adults. They will discuss what it means to be a global citizen. They will consider potential technological advances and how they might impact their personal and working lives. They will discuss how best to prepare themselves for these potential changes now.</p> <p><b>Key characteristics:</b> Curiosity, Tenacity</p>	<p><b>Collaborate</b> Take on different roles in a group Provide feedback to support others' development</p>	<ul style="list-style-type: none"> <li>To understand some of the potential changes that they may experience.</li> <li>To consider how to prepare for change.</li> </ul>

### Y10 Character Curriculum

Content	Character Focus	KLD Focus	Objectives
Term 1: Self-knowledge	<p>Pupils look at different situations in which they may adapt their characters. Pupils look at the factors which impact their character. Pupils reflect on how their character has changed and whether or not this is important. Pupils look at a case study of how an individual adapts their character for work. Pupils reflect on how they will need to adapt their character.</p> <p><b>Key characteristics: Adaptability, honesty.</b></p>	<p><b>Discussing and Debating.</b> Class discussion, character panel discussions.</p>	<ul style="list-style-type: none"> <li>To be more self – aware in order to take steps to adapt my character</li> </ul>
Term 2: Tackling Extreme views	<p>Pupils review the definition of extreme views. Pupils look at case studies of extreme views around the world and draw out common characteristics. Pupils will reflect on our government’s role in tackling extreme views. Pupils will finish by looking at community responses to extreme views in domestic politics</p> <p><b>Key characteristics: Curiosity, Responsibility</b></p>	<p><b>Discussing and Debating.</b> Class discussion, character panel discussions, preparation for character panel discussions.</p>	<ul style="list-style-type: none"> <li>Pupils understand some of the factors behind the development of extremism views and different attempts to tackle them.</li> </ul>
Term 3: Relationships	<p>Pupils review prior knowledge on happy and healthy relationships. Pupils will then go on to look at how identity can be shaped by relationships and vice versa. Pupils will look at examples. Pupils will review e-safety around Pupils will return to sex education and discuss how sexual activity can become part of your identity.</p> <p><b>Key characteristics: Responsibility, Courage</b></p>	<p><b>Note Taking:</b> Taking notes from aural and written sources.</p>	<ul style="list-style-type: none"> <li>Pupils reflect on how characteristic of a happy, healthy relationship have changed.</li> <li>Pupils reflect on relationships as a component of their identities.</li> </ul>
Term 4: Next steps in education	<p>Pupils discuss and identify the differences between KS3 and KS4 education. Pupils backwards map their journey to KS4. Pupils will then look at post 16 options and present back on their findings.</p> <p><b>Key characteristics: Adaptability, honesty</b></p>	<p><b>Presentation Skills:</b> Presenting to a class/form. Using evidence and data to support points.</p> <p><b>Collaborating:</b> Collaborating on an extended piece of work.</p>	<ul style="list-style-type: none"> <li>Pupils reflect on differences in KS3 and KS4 study.</li> <li>Pupils understand options available to them post 16.</li> </ul>
Term 5: Health and Happiness	<p>Pupils review CBT. Pupils will then analyse and discuss current mental health issues. Pupils will look at who is/who should take responsibility for mental health and how we can best support our communities to prioritise</p>	<p><b>Discussing and Debating.</b> Class discussion, character panel discussions,</p>	<ul style="list-style-type: none"> <li>Pupils understand some basic mindfulness practice that they can apply to</li> </ul>

	mental wellbeing. Pupils will finish with an analysis of what physical wellbeing is. <b>Key characteristics: Empathy, Altruism, Responsibility.</b>	preparation for character panel discussions, using evidence and data to support points.	everyday life.
Term 6: Leadership	Pupils look at case studies of leaders in different fields. Pupils identify common personality/character traits of leaders in various fields. Pupils question whether or not particular personality traits make more or less effective leaders. Pupils will go on to examine their own leadership opportunities in school and the community, reflecting back on adapting character to meet needs of situations.  Key characteristics: Adaptability, honesty, courage.	Note Taking: Taking notes from pre-reading.	<ul style="list-style-type: none"> <li>Understand common characteristic of leaders.</li> </ul>
Y11 Character Curriculum			
Content	Character Focus	KLD Focus	Objectives
Term 1: Raising Aspirations (FFR)	<b><i>College and Sixth Form Applications</i></b>		<ul style="list-style-type: none"> <li></li> </ul>
Term 2: Voice (JRO)	Pupils have an understanding of different opportunities and occasions when they will speak in public. Pupils consider some iconic speeches and interviews. Pupils develop techniques to support their confidence when speaking in public. Pupils will prepare a speech that links to their English studies.  Key Characteristics: Courage, Tenacity, Responsibility, Curiosity.	<b>Presenting:</b> Pupils deliver a speech on an area of their English studies. Winning speeches will be delivered in the lecture theatre.	<ul style="list-style-type: none"> <li>Pupils understand why it is important to speak with confidence.</li> <li>Pupils have a range of techniques to support them to speak confidently.</li> </ul>
Term 3: Drugs and Alcohol Awareness. (NNA/DSU)	Pupils develop their understanding of the current, prevalent risks around drugs and alcohol use. Pupils review debates around criminalisation vs legalisation of drugs. Pupils review economic aspect of alcohol policy. Pupils consider how they can make responsible choices around drugs and alcohol. <b>Key Characteristics:</b> Responsibility, Courage, Empathy, Honesty.	<b>Discussing and Debating:</b>	<ul style="list-style-type: none"> <li>Pupils understand implications of drug and alcohol use.</li> <li>Pupils are able to debate national approaches to drug use.</li> <li>Pupils can articulate how to make responsible choices around drugs and alcohol.</li> </ul>

<p>Term 4: What does it mean to be great? (NNA)</p>	<p>Pupils have an understanding of different ideas about greatness. Pupils track a story of a great individual and identify key moments. Pupils come up with their own idea of what greatness will look like in their lives, and how they will get there.</p> <p><b>Key Characteristics:</b> Altruism, Empathy, Courage, Reflectiveness.</p>	<p><b>Presenting:</b> Pupils present back on what greatness is, and what it means to be great. Winning presentation is delivered in assembly.</p>	<ul style="list-style-type: none"> <li>• Pupils understand what it means to be great and access this at different levels.</li> <li>• Pupils understand that greatness can be relative to your context.</li> </ul>
<p>Term 5: Approaching periods of change (NNA)</p>	<p>Pupils understand how their lives will alter over the coming months and years. Pupils look at the very immediate future and consider how to deal with exam results and the changes afterwards. Pupils review how to approach 'the end' of something.</p> <p><b>Key Characteristics:</b> Courage, Responsibility, Reflectiveness.</p>	<p><b>Discussing and Debating:</b></p>	<ul style="list-style-type: none"> <li>• Pupils are aware of upcoming changes and have strategies for how to approach these changes.</li> </ul>
<p>Term 6</p>	<p>News and Revision Only.</p>		