

## Character Education at Tywardreath School

At Tywardreath, we prioritise the development of the whole child; this is achieved through our broad and balanced curriculum, by promoting the spiritual, moral, social, and cultural (SMSC) development of our children and by preparing them for the opportunities, responsibilities and experiences of later life.

Character education contributes to our duty to promote SMSC alongside our Relationships, Sex and Health Education programme.

Intrinsic to our character education, we actively promote good behaviour and positive character traits, including courtesy, respect, truthfulness, courage and generosity through our school values of

Respect, Resilience, Compassion, Curiosity, Ambition and Community.

The Six Benchmarks of Character Education set out by the Department for Education has been used to identify what opportunities we provide for Character Education and to help identify ways to develop this further.

| Benchmark  | Provision  | Next steps   |
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| <p><i>What kind of school are we?</i></p> <p>How clearly do we articulate the kind of education we aspire to provide? How do we ensure that all members of the school community (e.g. staff, pupils, parents/carers, governing body) understand and share our aims? How effectively do we create a sense of pride, belonging and identity in our school?</p> | <p>26% of pupils are in receipt of the Pupil Premium Grant<br/>           25% of children are in receipt of Free School Meals<br/>           IDACI 38 pupils live in the most deprived 10-20% area ,15.6% (LA ave 24.7%)</p> <p>Our vision and values were written in consultation with children, parents, staff and governors.</p> <p><b>Vision</b><br/>           ∞At Tywardreath School our vision is to create a safe and stimulating environment where all children feel they belong and are able to challenge themselves, take risks and flourish both academically and socially. To develop our children so that they <b>value</b> and respect their own and others</p> | <p>Investigate Eco-School status<br/>           Introduce our Citizenship award programme.</p> |

individuality, culture and heritage. We are committed to providing a place of excellence with high standards.

**To achieve our vision we believe that**

All our children should:

- ∞ Enjoy their primary school years and develop high self-esteem regardless of 'academic' ability

- ∞ Feel safe and secure and have a passion for learning and experience success.

- ∞ Develop perseverance, flexibility, independence in a wide range of learning skills.

- ∞ Be well mannered, respecting themselves, others and the environment.

- ∞ Make a positive contribution to the school and the wider community.

- ∞ Enjoy equal opportunities to succeed

- ∞ Develop lively, inquiring minds and become confident communicators.

- ∞ Experience teaching of the highest quality and develop core skills to a high level.

- ∞ Appreciate the beauty, the diversity of the world and their duty to protect it.

In designing our curriculum we adopted a set of **guiding principles**

- ∞ Cultural diversity- to broaden pupil's views and understanding of the world by including culturally significant individuals.

- ∞ Prioritise Oracy – develop articulate pupils who can confidently debate and reflect

- ∞ Environmental awareness- empower our children to protect their local environments by including global and current generational issues.

∞ Raise aspirations for all- include strong, successful role models through all subjects including examples of strong, successful women to inspire our female pupils.

∞ Heritage and identity- foster a sense of belonging and a sense of pride in our heritage as well as opportunities to celebrate and protect it.

∞ School values- these underpin our ethos and are linked throughout the curriculum (Respect, Compassion, curiosity, resilience, ambition and community)

Our Curriculum is communicated through our website and this clearly shows our vision for education at Tywardreath.

We Provide formats accessible for parents e.g. knowledge organisers, School newsletters, class Dojo, school website, social media, reading workshops/cafes

We celebrate achievements including pupils who demonstrate school values.

Our reward system is built on our school values

School values are displayed in the hall as a central place and also in every classroom these are also linked to our Class Dojo reward system.

'Meet the Teacher' meetings are held at the beginning of every year with follow-up sessions based on key events e.g. Year 1 Phonics Screening Check, Year 4 Multiplication Tables Check, Year 2 and 6 Assessments, residential visits.

Rock Steady Concerts termly

We hold KS Performances throughout the year

Feedback from parents and carers is regularly sought, acted upon and communicated with the community.

SLT visible on the gate every day, they are approachable and know families well.

'Topic launch days' in place with 'Fabulous Finales' which are shared with parents and carers.

Reading Café's and Biscuit and a Book dates for parents and their children.  
'Work of the Week and value Certificates' are given every week for a specific to ensure children are taught key attributes and actions of values so they can actively demonstrate these  
Digital Ambassadors and Play leaders take responsibility in their leadership roles following training.  
'School Parliament' have a clear manifesto in place and are making a difference to the school e.g. tomato ketchup success and an active Green Team who are improving our environment e.g. tree planting, planting bulbs, clearing forest school, developing wild flower bank etc.  
Assemblies have a core theme based on a value e.g. respect, resilience compassion, British values, community projects  
Special days and weeks link to assembly themes or national / world events e.g., Black History Month, Anti-bullying Week, Safer Internet Day, mental health awareness to encourage a sense of identity and community, NSPCC, Number Day, World Book Day, Remembrance Day  
Strong community links e.g. PL24 - time and tide bell, May Day celebrations, Farmers markets, Par track links, links with and visits to and from St Andrews Church, Open the Book, Trecarrol residential home, Prodigy Dance group.  
Remarkable readers and Maths Magician displays celebrate children's achievements  
Strong Parent Staff Association PSA  
Community events- Fireworks night, Christmas Fayre, Triathlon, Discos, Summer Big Picnic, Jubilee, Coronation, Pre-loved uniform sales  
Charitable events- Annual Santa Run for Mount Edgecumbe Hospice, St.Austell Food bank, St.Petrocs for the homeless, Children in Need etc

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| <p>What are our expectations of behaviour towards each other?</p> <p>Are we clear on the importance of discipline and good behaviour in school life? How do we promote this understanding? How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy? How well do we promote a range of positive character traits among pupils?</p> | <p>Clear behaviour policy in place which is understood by all.</p> <p>Three school rules known and understood by all</p> <p>Look after yourself, look after each other and look after the school.</p> <p>We revisit the policy with all staff regularly to ensure consistency in approach.</p> <p>Embedded Trauma Informed Schools approach with trained practitioners. All staff have received whole school training, with further regular updates.</p> <p>Relationship Policy in place which advocates positive pupil-staff, pupil/pupil relationships.</p> <p>All classrooms have Good to be Green time and children earn this throughout the week and own class based reward charts to ensure positive reinforcement.</p> <p>Work of the week awards every week based on a core value.</p> <p>KS1 Dojo rewarded every time they receive 20 lunchtime Dojo's</p> <p>Lunchtime dojo awards termly. Certificate reward every 100 dojo's earned.</p> <p>Well-being boxes in all classrooms to support emotional regulation and to maintain healthy learning environments.</p> <p>EYFS use a verbal warning system followed by time for reflection activity with a staff member.</p> <p>EYFS Stars of the week board outside classrooms. Restorative justice strategy intrinsic to behaviour policy following all red card incidents KS1-2</p> <p>Well-being boxes in place in all classrooms including strategies to support calming.</p> <p>Consistent use of silent signals across the school.</p> <p>Positive reinforcement at transition times and naming desired behaviours e.g. 'Thank you for walking</p> <p>Staff have positive relationships with each other and act as role models.</p> <p>Weekly safeguarding meetings with all the safeguarding team to review behaviour incidents and identify actions moving forward.</p> | <p>Further develop the mentor opportunities within school.</p> |
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|   | <p>Regular reviews to identify behaviour trends and respond with initiatives e.g. vulnerable pupil list for lunch time staff, library passes, protective spaces 'The Bay'</p> <p>Values underpin all practice in the school, including the curriculum and rewards.</p> <p>Assemblies have a core theme based on a value e.g. respect, resilience, compassion, curiosity, ambition, community</p> <p>Value Assemblies led by pupils each half term.</p>   |  |
| <p>How well do our curriculum and teaching develop resilience and confidence?</p> <p>Is our curriculum ambitious for our pupils? Does it teach knowledge and cultural capital which will open doors and give them confidence in wider society? Is our curriculum logically organised and sequenced, including within subjects, and taught using effective pedagogy, so pupils gain a strong sense of progress and grow in confidence?</p> | <p>Guiding principles in place which underpin our curriculum. These were decided in consultation with the community and based on the needs of our children and the locality.</p> <ul style="list-style-type: none"> <li>∞ Cultural diversity- to broaden pupil's views and understanding of the world by including culturally significant individuals.</li> <li>∞ Prioritise Oracy – develop articulate pupils who can confidently debate and reflect</li> <li>∞ Environmental awareness- empower our children to protect their local environments by including global and current generational issues.</li> <li>∞ Raise aspirations for all- include strong, successful role models through all subjects including examples of strong, successful women to inspire our female pupils.</li> <li>∞ Heritage and identity- foster a sense of belonging and a sense of pride in our heritage as well as opportunities to celebrate and protect it.</li> </ul> | <p>Further, develop secondary links, including secondary staff teaching in school to develop a curiosity for the secondary curriculum.</p> <p>Subject leaders to investigate and research links with experts to request and encourage visits and visitors to</p> |

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|  | <p>∞School values- these underpin our ethos and are linked throughout the curriculum (Respect, Compassion, curiosity, resilience, ambition and community)</p> <p>The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Tywardreath and also in their further education.</p> <p>We plan transitions into secondary education which includes enrichment days, we have developed links with secondary colleagues that allow shared teaching opportunities to stimulate future choices so that our children understand there is a range of flight paths that they can follow.</p> <p>Year 5 enrichment week is planned to introduce children to different experiences available within our wider community and opens conversations about future pathways e.g. visit to Newquay Spaceport and the potential careers developing within our county.</p> <p>We aim to ensure that children have the knowledge, understanding, skills and confidence to make healthy decisions and understand how these choices may affect their future.</p> <p>Ambitious curriculum for all pupils regardless of any protected characteristic.</p> <p>Enrichment mapped in different areas that include: outdoor education, special whole school days and weeks, visits, visitors, assemblies, sport, creative, homework and behaviour rewards.</p> <p>Pupil Premium strategy ensures provision for these children is a high priority.</p> <p>Individual provision maps in place for pupils with additional needs</p> <p>Full curriculum in place which builds on prior learning and opportunities for development of Cultural Capital e.g. visits, visitors, special themed days and weeks, assemblies.</p> | <p>develop aspiration.</p> |
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By carefully planning sequences of lessons where there is a clear progression of skills, knowledge and vocabulary, pupils are able to build on previous learning by making explicit links and therefore remember more. Prior knowledge is activated at the beginning of each topic and at the start of each lesson so that pupils can build upon what they know. By sharing and discussing the sequence of learning with the children and the end points we are able to be incorporate the pupil's interests and so enhance their engagement.

Pedagogy is built on current research and incorporates strategies that supports memory and subject adaptations that allows inclusion for all. Collaborative learning, cooperative grouping, working walls and metacognition strategies builds independence and confidence.

Tywardreath lesson cycle of retrieve, learn, practise, feedback and reflect is adapted across all curriculum subjects so that pupils are able to progress and grow in confidence.

This cycle is subject specific so for example in Maths Flashback 4 is used to revisit prior learning and develop confidence, use of KIRFS (Key Instant recall facts) to support memory

Healthy behaviours are promoted through our PSHE curriculum which aims for children to be able to make informed choices.

We actively encourage competitive sport and celebrate success. Football, netball, cross country and swimming competitions are regular fixtures in the calendar.

Anti-bullying week encourages resilience.

Involvement in the NSPCC's PANTS and Speak Out Stay Safe assemblies and workshops encourage children to be confident and help to keep themselves safe

Barnado's Healthy Relationships workshops further develop children's self-confidence and understanding of consent.



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|   | <p>Y4 and Y6 Residential camps annually build team identity and resilience through adventurous activities such as kayaking, hi/j ropes, climbing and abseiling.</p> <p>Attendance strategy- rewarding individual and classes for weekly attendance levels as well as most improved. Postcards home. Individualised attendance agreements with rewards and support built in to build resilience.</p>   |   |
| <p><i>How good is our co-curriculum?</i></p> <p>Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc. so all pupils can both discover new interests and develop existing ones? Do we make use of or promote local, national or international programmes or organisations? (e.g. uniformed organisations, Duke of Edinburgh, National Citizen Service etc.) Is provision of high quality and does it challenge pupils and build expertise? Is participation sustained over time? Are there ample opportunities for pupils to compete, perform etc., and is success acknowledged and celebrated?</p> | <p>Sports competitions including football, netball, cross-country and swimming run through the year in local leagues and at county level.</p> <p>Rock steady operates across KS1 and 2 with children forming rock bands and choosing their instrument e.g. electric guitar, bass guitar, drums, keyboard and singing with termly concerts performed for parents.</p> <p>Vast array of clubs that are well attended.</p> <p>Taiko drumming club provides a weekly opportunity for our Year 6 children to have an alternative experience with opportunities to perform to parents and the community during carnival season.</p> <p>Art competitions run through the year.</p> <p>Football KS1+KS2, netball, athletics, rounder's, cross-country, swimming, art, chill out, lego, Green Team, Taiko drumming etc</p> <p>School Parliament have a weekly meeting with a monthly focus, our Green Team are very active and have planted trees and bulbs, renovated areas of the playground and are planting a wild flower meadow and actively encourage other children to join each week.</p> <p>Pupils are encouraged to organise and run clubs e.g. reading club, colouring in club</p> <p>Children are involved in performances at different times during the year including their Fabulous Finales, nativities, KS1 performance, Year 6 leaver's play, carol concert at St Andrews church, singing carols at a local care home.</p> <p>EYFS Graduation. Visits to the theatre and Art Galleries linked to curriculum themes.</p> | <p>Further intra-school competitions particularly those offering experience of competition to those children who rarely experience it.</p> <p>e.g. links with Fowey River Academy</p> <p>Further develop engagement and consultation around clubs available with those not involved to plan experiences they would be</p> |

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|   | <p>Visitors planned for linked to charities that support learning in curriculum areas or events e.g.the Foodbank for Harvest, Beach safety and RNLI World book days involve the whole school, often in vertical groupings and provides opportunities for peer support and friendships to develop Sailing for Year 5 and Year 6 provides opportunities for pupils master the basic skills and develop confidence in swimming in the sea.</p>   | <p>motivated to be involved in.</p>  |
| <p>How well do we promote the value of volunteering and service to others?</p> <p>Are age-appropriate expectations of volunteering and service to others clearly established? Are opportunities varied, meaningful, high-quality and sustained over time? Do volunteering and service opportunities contribute to breaking down social barriers? Are they effective in making pupils civic-minded and ready to contribute to society?</p> | <p>Our guiding principles in curriculum design includes heritage and identity and our desire to foster a sense of belonging and a sense of pride in our local community as well as opportunities to celebrate and protect it. This includes introducing the children to local volunteers who work tirelessly in our community e.g. PL24- beach cleans, making and positioning bird and bat boxes around the back shore area surrounding Par Beach, raising awareness of rising sea levels with the involvement of placing the 'Time and Tide Bell and the May procession. Visits from St. Austell foodbank volunteers and their work in our community. Taiko drumming participating in Par Community Carnival. Promoting the work and involvement of our local Beaver, cubs and scout, brownie and guides groups. Spotlighting and praising their work including the Armistice parade in Tywardreath. Our curriculum provides opportunities to experience the richness of the world's diversity and provides debating opportunities around how they can care about its management and sustainability. Tree planting in our school grounds in conjunction with the Woodland Trust. Green Team weekly challenges to improve our school environment as well as encouraging wider participation through the school by inviting additional children each week.</p> | <p>Citizenship award to include volunteering experience appropriate to age. Volunteering - explore local links and opportunities to provide sustainable links for children to have meaningful volunteering experiences. In place for September 2023.</p> |

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|  | <p>Children participate in national and local fundraising e.g. Comic Relief, Odd Socks Day, Children in Need</p> <p>Roles in classrooms develop responsibility</p> <p>Leadership roles with training – Digital Ambassadors, Playground Leaders.</p> <p>Engagement with local services through the curriculum and assemblies to develop positive relationships e.g. Foodbank, Local Hospice, homeless shelter</p>  |  |
| <p><i>How do we ensure that all our pupils benefit equally from what we offer?</i></p> <p>Do we understand and reduce barriers to participation (e.g. cost, timing, location, logistics, confidence, parental support etc.)? Do we enable young people from all backgrounds to feel as if they belong and are valued? Is our provision, including our co curricular provision, appropriately tailored both to suit and to challenge the pupils we serve?</p> | <p>Pupil Premium Strategy in place and reviewed termly.</p> <p>Termly conferencing to ensure pupil voice is integral to decision making</p> <p>E.g. book choices and purchasing, selecting clubs they want</p> <p>Parental engagement is valued and encouraged e.g. workshops, reading cafe</p> <p>Fabulous Finales etc</p> <p>Pupils in receipt of PPG and pupils with SEND are prioritised for clubs and staff actively encourage engagement.</p> <p>Residential and school visits are heavily subsidised or funded for any family who need support.</p> <p>Attendance monitoring, supportive meetings, provision of taxis during periods of crisis, home visits to support parents</p> <p>TIS approach prioritises relationships, so all children have trusted adults and feel they are valued and heard.</p> <p>Individual Support Plans and Individual Provision Maps ensure provision is personalised to ensure all children achieve.</p> | <p>Review of extracurricular clubs to ensure tailored opportunities for identified groups.</p> |