ST PETER'S CE PRIMARY & NURSERY SCHOOL WEM

Reflecting God's love for us all, we strive to shine like a light in the world; empowering each and every unique person to dream, believe, achieve and flourish.

'In the same way you should be a light for other people. Live so that they will see the good things you do.' (Matthew 5:16)

CHARACTER EDUCATION POLICY

Autumn 2025

Reviewed by: Kelly Byrne Autumn 2025

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PSHE

What are the compulsory requirements with regards to PSHE?

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The elements of relationships, health and sex education are statutory from September 2020.

What is PSHE?

PSHE is the sum total of all of the experiences, planned and unplanned, received by young people in the course of their time in school that promotes their spiritual, moral, social, cultural, mental and physical development, and thus the wellbeing of both the individual and ultimately the wider community. We ensure that pupils are given opportunities and learning experiences to help them to prepare for life in modern Britain and to understand British values.

Our Intent

'Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts…These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.'

Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019

St. Peter's Primary School is committed to providing a high-quality educational experience for all pupils. Our PSHE programme of study brings together citizenship and personal well-being, whilst also promoting a British Values based education.

These subjects, alongside whole school activities and themed weeks, support the school in developing a cohesive whole-school approach to PSHE. Furthermore, our curriculum is designed to enable pupils to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities.

Specifically, Character Education (and RSE lessons) provide opportunities for us to fulfil our statutory responsibilities to:

- Promote the physical, social and emotional well-being of pupils.
- Provide sex and relationships education (RSE)
- Promote British Values.
- Provide a safe place for discussion of current, relevant social issues.
- Protect our children from radicalisation.

Character Education

What is Character Education?

'Character Education' lessons help to give children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world. In undertaking Character Education, children learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning. They learn to understand and respect our common humanity, diversity and differences. They find out about political and social institutions which affect their lives, as well as their rights and duties as individuals and members of society. We recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve.

The areas covered by Character Education are as follows:

- Developing confidence and responsibility and making the most of the children's abilities;
- Preparing to play an active role as citizens and helping to engender an appreciation of human creativity and achievement (cultural capital);
- Developing a healthy, safer lifestyle;
- Developing good relationships and respecting the differences between people.

What contribution does Character Education make to the school's own ethos and values?

Character Education reflects our whole school aims to provide a caring community in which young people can learn to respect themselves and others, as well as take responsibility for their own actions. The planned provision for character education and does not sit separately from other aspects of the school: it is integral to our whole school approach and is linked to our whole school approach to SMSC education.

There are planned opportunities for the school community to reflect on its aims, values and ethos. The values and ethos of the school should not only be made explicit across all subjects but in everything that we do as a whole school. It is of central importance for all members of staff (not just teachers) to adhere to an agreed set of values in all that they do at the school, to give consistent messages and to have consistent expectations.

Through positive attitudes and partnerships we endeavour to develop the whole child, meeting individual needs in a safe and secure environment where differences are celebrated.

Why teach Character Education?

In order to help meet…

- The aims/vision statement of our school
- The expectations of the school curriculum
- The expectations of the non-statutory framework for PSHE and Citizenship that accompanies the National Curriculum.
- The expectations of school policies on: relationship, sex, health education (RSHE); drug education; and positive behaviour (including anti-bullying strategies).

- The requirements of the National Curriculum in respect of:

- key skills;

• thinking skills;

• financial capability;

• enterprise education; and

• sustainable development education.

What principles should we apply in teaching Character Education?

The principles of inclusion and equal opportunities. All areas of the curriculum need to take account of the principles of inclusion and equal opportunity. Character Education is overtly concerned with the personal and social development of each child, and so by their very nature need to take as their starting point and build on the knowledge, understanding, ideas, views, perceptions, insights, interests, experiences, background, culture, concerns, values, attitudes, etc of each child.

However, Character Education goes further by requiring young people to explore directly the issues of inclusion and equality of opportunity. This entails appreciating similarities and valuing differences between people and cultures. It also means addressing issues such as bullying, racism and sexism.

The principle of access and entitlement Implications

of this principle are:

Every learner is entitled to benefit from access to the Character Education curriculum and a range of learning experiences of the highest standard possible, which take account of unequal starting points and which are provided irrespective of gender, ethnic background, age or disability.

The principle of curricular balance:

Implications of this principle are: Learners benefit from access to a curriculum for Character Education which is rigorously planned to ensure breadth, depth and relevance and to enable

progression, which takes account of needs and aspirations and which values and builds on the unique experiences of every individual.

The principle of differentiation and potential:

Implications of this principle are: Learners extend and realise their potential when they participate in a curriculum for Character Education which offers challenge, learning experiences and support matched to individual needs.

The principle of preparation for the future:

Implications of this principle are: Learners are empowered through participation in a curriculum for Character Education which enables them to adopt meaningful roles in the present while preparing them for an effective and purposeful adult and working life.

Implementation

Forms of curriculum provision

This will be provided through a combination of:

• discrete curriculum time;

• teaching through and in other subjects/curriculum areas; and

• Character Education activities and school events.

• Assemblies

• School ethos

Discrete curriculum time (Jigsaw)

In order to ensure coverage of the non-statutory framework, separate planned curriculum time for Character Education is allocated following the Jigsaw Scheme. Jigsaw is the scheme of work used to teach for Character Education.

It is a whole-school approach with many layers above and beyond the lesson plans themselves. The aim is to support children to feel a strong sense of belonging and community by taking part in whole school assemblies, end of Puzzle outcomes, displays etc and to bring the learning alive through Weekly Celebrations to make it lived across the school community and in children's lives outside of school.

Jigsaw is also a carefully thought-through progressive programme with a full set of attainment descriptors and an assessment process embedded throughout.

The Six Puzzles (Themes/Units of work)

There are six Puzzles in Jigsaw designed to progress in sequence from the beginning of each academic year:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE/HWB learning and the other based on emotional literacy and social skills development

The whole school works on the same Puzzle at the same time, meaning that each Puzzle can be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way.

Teaching through and in other subjects/curriculum areas

All curriculum areas have a contribution to make to PSHE / SMSC education and opportunities will be planned to support this.

Provision for some aspects of Character Education could be made through other subjects including:

- English: emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development and cultural and moral development, how the media present information;
- Maths: aspects of financial capability; counting and sharing; data handling;
- Science: drugs (including medicines); sex; health; safety and the environment; ethical issues;
- Design and technology: health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology; sustainable development;
- Computing: communicating with others via e-mail; finding information on the internet and checking its relevance; e-safety
- History: use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past;
- Geography: topical issues concerning environment, sustainable development, land use; study of children' own locality and places in different parts of the world, including less economically developed countries;
- Art and design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- Music: making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
- PE: teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues;
- RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

What teaching and learning methods are used for Character Education?

- Teaching should start from and build upon the children's current knowledge, understanding, skills, language, experience, concerns and interests. Starting points should be determined through diagnostic activities, e.g. concept mapping, 'draw and write' and 'draw and tell' techniques and discussion.
- Wherever possible, contexts for learning should be relevant to the children and make use of actual situations and current issues.
- Children should engage with real issues through participation in community projects and mini enterprises.
- There should a high degree of active participation by children, and active learning techniques should be extensively used.

- Games, such as co-operative games, circle time games and parachute games, should be used regularly.
- Appropriate use should be made of drama, role-play and simulation.
- Learning methods should develop the skills of enquiry, research, discussion, debate and philosophical thinking
- Teaching methods should use a balance of visual, auditory and kinaesthetic(VAK) approaches in order to cater for the preferred learning styles of the children.
- Activities should be designed to engage left and right brain and lessons should be interspersed with 'brain gym' activities in order to integrate mental and physical processes.
- Organisation and management in the classroom should offer children opportunities for working individually and collaboratively in pairs and groups.
- Whole school involvement in democratic forums such as school councils should be used as vehicles for discussion, debate and decision making.
- Circle time should be an important vehicle for providing the above.

What skills will be developed through Character Education?

Developing emotional literacy

Emotional literacy is the ability to recognise, understand, deal with and appropriately express emotions. Children need to understand the part emotions play in human experience and actions. In order to be emotionally literate children need to develop the following skills:

• recognising, naming and describing feelings;

• understanding and empathising with others feelings;

• managing ones own feelings;

• responding appropriately to the feelings of others;

• communicating effectively;

• being an effective listener.

Character Education lessons offer an ideal context in which to develop these skills:

- Working with others

An effective programme for PSHE development entails children learning and using a variety of interpersonal and social skills, which they need to develop and practise in order to work collaboratively and effectively.

- Improving own learning and performance

PSHE should offer children opportunities to reflect on their achievements and to appreciate the cumulative effect of all the experiences that they have had on their personal and social development. It should enable them to take responsibility for their own learning through engaging in self-evaluation and assessment. This entails children identifying where they have been successful and why, and setting personal targets and goals for further development.

- Problem Solving

PSHE should provide opportunities for identifying and understanding problems; identifying and evaluating a range of solutions; selecting and applying the most appropriate solution; and re-evaluating in order to gauge the extent to which the solution has been successful. Through problem solving activities, children should be provided with opportunities to use a range of important skills, including the 'thinking skills' identified below and others such as questioning, decision-making, interpreting, selecting, analysing, negotiating and presenting.

Wherever possible, problem solving should be grounded in real life scenarios relating directly to the children's own experience. The skills acquired can then be applied and developed in wider contexts.

Thinking skills

- Information-processing
- Reasoning
- Problem solving
- Enquiry
- Creative thinking
- Evaluation

These skills are essentially concerned with enabling children to learn how to learn.

Character Education, SMSC and Life in Modern Britain development should offer

opportunities for children to understand the application and transferability of thinking skills

in a variety of contexts.

How do we plan to incorporate resources into the provision that is made for Character Education How

will sensitive and controversial issues be handled?

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, are certain to arise in teaching. The exploration of these issues will touch deeply held beliefs and values and may arouse strong feelings. Part of the purpose of Character Education teaching is to enable children to address sensitive and controversial issues directly in a balanced way and in a safe environment. The Education Act 1996 aims to ensure that children are not presented by their teachers with only one side of political or controversial issues. Teachers are required to take all reasonably practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation with due regard being given to opposing views. Government guidance on Sex and Relationship Education states: "Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs ... Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support."

The following suggestions for dealing with sensitive and controversial issues are taken from the document entitled 'Passport: a framework for personal and social development' (published by the Calouste Gulbenkian Foundation) Teachers should:

- ensure pupils establish ground rules about how they will behave towards each other and how the issue will be dealt with;
- judge when to allow pupils to discuss issues on their own or in small groups and when to join in and offer support;

- ensure that pupils are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views against which they can then clarify their own opinions and views, including contributions made by visitors to the classroom;
- decide how far they (the teachers) are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the school's values framework;
- provide appropriate support after a session for any pupil who may be troubled by an issue raised.

Teachers also need to be aware of and follow protocols and procedures outlined in other documentation including Child Protection procedures and school policies on computing, drug education, sex and relationship education, positive behaviour, etc.

How will the issue of confidentiality be handled?

- Information about pupils should not be passed on indiscriminately. The head teacher is to be informed in all circumstances if an issue arises; staff have a contractual obligation to comply.
  - Teachers should not offer pupils or their parents' unconditional confidentiality.

Information about behaviour likely to cause harm to the pupil or to others must be passed to the appropriate agency.

- Teachers should make it clear to pupils that although most information can be kept confidential, some may need to be passed on in the young person's best interest. However, the pupil will know when this has to happen, what will be done with the information and who will have access to it.
- In the case of illegal activity, action should be taken in the best interests of the pupil. This does not necessarily involve informing the police. The school's police liaison officer will provide specific guidance.
- Teachers are not obliged to hand on information about pupils to their parents, although where the teacher believes the pupil to be at moral or physical risk, or in breach of the law, they must ensure that the pupil is aware of the risks and encourage them to seek support from their parents.
- Where outside agencies and others provide support for the PSHE and citizenship programme, they must be made aware of, and abide by, the policy about disclosures and confidentiality. However, they may also have a role in providing advice and support directly to pupils. The boundary between these two roles must be agreed with the school and the distinction, in terms of the right to confidentiality, be made clear to pupils.
- Some people are bound by their own professional codes of confidentiality. For example, the school nurse is bound by the medical code of confidentiality in his or her own work with children and young people. Pupils who seek help from teachers about their personal health can be referred to the school nurse or their family doctor.
- In lessons, teachers should establish from the beginning that it is inappropriate to disclose personal information. Ground rules, which ensure pupils agree not to pressure one another to answer questions about their own experiences, also apply to staff.

Assessment – See Appendix 1

How will Character Education be assessed, recorded and reported?

Assessing children's learning is vital to inform their next steps. A full assessment process is embedded in the Jigsaw program including a set of attainment descriptors for every year group and assessment activities to involve children in the process.

At key stages 1 and 2, teachers will need to identify clear learning outcomes in terms of knowledge, understanding, skills, values and attitudes; and children's progress in relation to these will need to be assessed, recorded and reported. As part of the annual report to parents, schools must report on achievements in all subjects and activities studied as part of the school's curriculum, including character education.

The following contributes to assessment at our School:

- children themselves through self assessment and peer assessment;
- teachers through observation and assessment of classwork;
- special projects and events;
- other adults including teaching assistant and visitors.

Our School Values – Value Characters



Appendix 1 – Assessment

Jigsaw Assessment Overview

The 'Working At' descriptor for each Puzzle (unit of work) in every year group

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 5-6	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.
Ages 6-7	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 7-8	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
Ages 8-9	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 9-10	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.
Ages 10-11	I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.	I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 11-12	I can compare my self-identity with how I believe others see me. I can explain some of the factors that may affect my self-identity. I can explain why it is important that I am a unique individual and can also explain how my self-identity has been influenced by past events and experiences. I can express a level of independence while maintaining positive relationships with others.	I can explain why different forms of positive and negative prejudice and discrimination happen. I can challenge my own and others' attitudes and values and accept difference in others. I can explain how different forms of positive and negative prejudice and discrimination might make people feel. I can offer strategies to support those involved.	I can explain how internal and external factors might affect my own dreams and goals as I get older. I can explain why breaking a dream or goal into smaller steps is helpful. I can offer a range of strategies that I could use to overcome obstacles and remain positive.	I can explain how emotions are linked to physical health in a variety of ways. I can also explain that emotions can play a part in making healthy/less healthy choices, and also that healthy/less healthy choices can impact on emotions. I can explain why it is important to express my feelings and manage them positively to help me make responsible choices. I can offer strategies that I could use to do this.	I can explain a range of feelings that people may experience within different social groups and social contexts and how this may relate to their behaviour. I can explain the feelings I might experience in different social groups and different social contexts and how these might manifest in my behaviour. I can offer strategies to help me manage these feelings.	I can explain why some personal and family changes happen. I can explain ways that I can give emotional support to myself and others during times of personal change