

Overview of Character Education at Archbishop Benson School

“I have come that you may have life in all its fullness” (John 10:10)

VISION: With **fun & learning**, **hand in hand**, **all things are possible**.

BIBLE LINK: “I can do **all things** through **Him** who strengthens me” (Philippians 4:13)

RESPECT

CREATION

FELLOWSHIP

WISDOM

HOPE



With fun and learning, hand in hand, all things are possible is the vision that underpins and drives education at Archbishop Benson. This is further developed through our five core Christian values of Respect, Creation, Fellowship, Wisdom and Hope and our curriculum drivers of Creative, Healthy, Active, Inspired and Nurturing. Archbishop Benson is committed to the education of the whole child and prioritises their mental health and wellbeing alongside their academic teaching and learning. We seek to adhere to these values and drivers at all possible junctures, and the intent of our curriculum was developed with all stakeholders to represent what we value: the development of the whole child so that when they leave us at the end of year 6 children are confident, knowledgeable, have an opinion, believe they can make a difference and are rounded young adults who are ready to take their place in the world.

We use the Six Benchmarks of Character Education, set out by the DfE, to identify what opportunities are already in place at ABB, and also as a toolkit to help us further develop our practise in this area.

Benchmark of Character Education	Provision in place at ABB	Next steps
Benchmark A: What kind of school are we? 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?	Curriculum Policy and subject statements. Curriculum Drivers embedded and visible throughout the school. Website and Social Media presence clearly show our vision for our education and impact towards this. Curriculum Newsletters. Weekly Newsletters with curriculum updates. Updated social media. Half termly curriculum planners and newsletters. Regular Governor monitoring. Stakeholder viewpoints surveyed with actions identified. High standards modelled by all adults. Pupils given areas of responsibility – Reading Ambassadors, Worship Buddies, Sports Leaders, House Captains and School Councillors	Raise Character Education further through making explicit on website, social media and through newsletters.
Benchmark B: What are our expectations of behaviour towards each other? 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	Clear behaviour policy which is understood by all and consistently applied. Trauma Informed School approach embedded. Safeguarding Team review all behaviour incidents weekly to identify trends and offer support or training as required. All staff understand their responsibility for modelling respect and courtesy – relationships in the school are excellent. Focus on values, PSHE curriculum, praise, opportunity for children to have their voice raised, charity support	Embed Positive Behaviour for Learning Curriculum.

Benchmark C: How well do our curriculum and teaching develop resilience and confidence? 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?	Ambitious curriculum for all pupils regardless of any protected characteristic. Challenges available for all children to feel a sense of success. Full curriculum in place which builds on prior learning and opportunity for development of Cultural Capital. Cultural Capital opportunities identified on long-term curriculum enrichment calendar. Careful consideration given to curriculum sequencing which is reviewed regularly as a result of monitoring and feedback. Pedagogy CPD for all staff calendared into meeting times and teaching and learning monitoring in place.	Fine tuning of progression within subjects to make links more explicit to both staff and children, enabling clearer links made across year groups to build on prior learning.
Benchmark D: How good is our co-curriculum? 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	Sporting competitions attended well by children at Archbishop Benson – opportunities for all children, regardless of ability, to represent the school before they leave Year 6.. Plentiful opportunities for children to perform: Christmas plays, class worship, choir performances, end of year performance for Year 6, Early Years Graduation, Jubilee celebrations. Involvement in local events – remembrance events, choir performances in the community, community service club, etc. Involvement in Rotary Club writing competition. Oracy skills developed as part of the curriculum. Talk for Writing used as an approach. Work with organisations including: Cornish Pirates rugby, Chance to Shine Cricket, local worship leaders, local charities. Pupil voice developed through School Council and other ambassador and leadership roles. Take part in elections linked to local and national events to develop an understanding of democracy. Wide range of extra-curricular club provision from sports to cooking to book club to choir to sign and sign and community service. Attendance is monitored for inclusion of all pupils. Specific clubs in place for PP, SEN and Service children. Success and participation is acknowledged and celebrated through Worship, Values Awards, Facebook, Display in school.	Local, national or international programmes – explore opportunities further afield. Celebration of achievements in clubs outside of school – display these in school and celebrate in class worship times.
Benchmark E: How well do we promote the value of volunteering and service to others? 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?	Support charities throughout the year – a local, national and global charity each year. Community Service Club after school. Litter picking squad at lunchtimes. Choir singing at local elderly people homes Support for local food bank. Buddy scheme – older children supporting children in a lower year group. House Captains and other ambassadors supporting the school on a day to day process. EYFS children grow vegetables to use in school kitchen.	Volunteering – research what opportunities can we further provide here for our pupils.
Benchmark F: How do we ensure that all our pupils benefit equally from what we offer?	Pupil Premium strategy in place and on website. Reduced cost of trips for PP pupils.	Review of extra-curricular provision and build in

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	Parental support is valued and encouraged – reading volunteers in school, support on school trips to aid supervision. School Residentials are well-attended and include local and national visits. Values, TIS approach and PSHE curriculum help to ensure all pupils feel a sense of belonging and value. Emotional Check Ins in place in every classroom and time made to talk when children need us. I wish my teacher knew and a worry monster/box in every class and children taught how to use these to express themselves or ask for help. Inclusive approach achieved through excellent relationships – daily meet and greet, Inclusion Team support for children with SEMH concerns, Inclusion Team support for parents (signposting them to relevant external support, SEN café etc) Bespoke curriculum offer for EHCP children and other vulnerable pupils.	tailored opportunities for identified groups of pupils.
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