



St Nicholas Catholic High School

Character Education Policy

Version Control

Current version	Previous version	Summary of changes made
		New Policy

Policy Impact Statement
Policy:
This Policy has been implemented:
Fully
Partially
Occasionally
Not at all (give reasons why)
What revisions need to be made:
To the Policy?
To its implementation?

1.1. Introduction

‘True education is directed towards the formation of the human person in view of his final end and the good of that society to which he belongs and in the duties of which he will, as an adult, have a share’ (Vatican, 1965: 1).

At St. Nicholas Catholic High School, we believe there is a strong link between character and attainment. Our Student Attitude Development Programme is rooted in our Gospel Values which act as a curriculum driver throughout our Pastoral Curriculum covering Year 7 through to Year 13.

Across a three-year pastoral curriculum our students will engage with an age-appropriate curriculum which explores in detail the Gospel Values whilst helping the development of self-esteem, understanding and respect for others, an awareness of wider spiritual and cultural issues and the fulfilment of their potential.

We have a role in ensuring that we develop our students holistically to ensure that they are confident, well-educated and thoughtful young adults who are ready to make their mark in the world.

We want Character Education to be seen throughout the school including (but not limited to); form time lessons, assemblies, student voice and ethos.

We believe strongly in the important role as Catholic Educators that we play in shaping our student’s future and through developing their character we are increasing their chances of success in life.

1.2. Objectives

Schooling should be a preparatory stage for adulthood. Schools play an integral role in helping children become responsible for themselves, for each other and for their world. Since we hold Character Education of such high regard at St. Nicholas Catholic High School, we hope our students will be well-rounded individuals when they leave and will be able to:

- make reasoned, informed and ethical choices
- have a sound understanding of right and wrong
- take account of the common good in their actions
- have high self-esteem
- be confident communicators

- be reflective, flexible and creative
- make the most of opportunities
- develop a sense of belonging that allows them to have a voice and to influence society
- have the ability to be independent thinkers and learners
- has resilience to deal with adversity
- be good parents and role models for future generations
- be co-operative, adaptable and able to work as a team
- contribute to a multi-skilled and flexible workforce
- value diverse lifestyles, cultures and faiths
- have concern for their environment

We also hope students develop a set of character traits, attributes and behaviours that underpin success in education and work. The key Gospel Values we look to develop are:

- Faithfulness and Integrity
- Dignity and Compassion
- Humility and Gentleness
- Truth and Justice
- Forgiveness and Mercy
- Purity and Holiness
- Tolerance and Peace
- Service and Sacrifice
- Love

1.3. What is Character Education?

Character Education is playing an increasingly important part in Secondary Education. This related to children being given the necessary opportunities during their time at Secondary school to learn key life skills for their future.

1.4. Learning Journey

Character Education is not only 'caught' through the ethos and values of the school but can also be 'taught' through explicit lessons, assemblies, form time and extra-curricular activities.

Our students engage with a development learning journey from Primary School transition all the way to the end of KS5.



1.5. How is Character Education included at St. Nicholas?

1.5.1 Ethos

This Character Education Policy is rooted in the School Mission Statement which makes explicit the Christian Values on which the School is based and the sacredness and worth of each individual in the School community. As a Catholic school we centre our mission on the person of Jesus Christ and we recognise the Spirit of the Risen Christ present and alive throughout the school community.

It is essential that each member of the School community is encouraged to search for and appreciate their own potential and their place in the world.

Catholic ethos places a high expectation on all of the community to 'be the best' and this ethos is reflected in all aspects of the learning journey.

1.5.2 Pastoral Focus

During Form Time, students engage with a weekly Pastoral Focus which engages with the different Gospel Values through discussion, reflection and activities and also update students with current affairs.

1.5.3 Collective Worship

Each morning, students participate and lead a period of Sacred Space where daily prayers, reflections and inspirational words are shared. Each week, students take part in an assembly and throughout the academic year lead assemblies as a form. Students also take part in regular hymn practice in preparation for our whole-school liturgical celebrations.

1.5.4 CEIAG (Careers)

Students are exposed to an extensive CEIAG programme which is based around LORIC (Leadership, Organisation, Resilience, Initiative and Communication). As well as dedicated form time sessions for all year groups once a half-term. Speakers are also invited in from local businesses, and organisations to help prepare students for future life.

1.5.5 RSHE

Twice a half term, students deepen their understanding of Relationships, Sex and Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

This fully inclusive programme helps give pupils the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships (DFE Statutory Guidance)

1.5.6 PSHE

Twice a half term, students deepen their understanding of key Personal, Social, Health and Economical issues. Students are included in a number of talks through assemblies and presentations and students are encouraged to ask questions and reflect on key messages through their student planner.

1.5.7 Character Sessions

During form time, students are given the opportunity to discuss, debate and reflect on key character traits and attitudes such as resilience, independence and developing a Growth Mindset.

1.5.8 Student Leadership

Students have Student Leadership opportunities from Year 7 throughout school. The Student Leadership Team is made up from representatives from every form and they meet regularly to focus on key priorities to support the student body. In KS4 and KS5 students are selected to take on the role as Prefects and act as key ambassadors to the school.

1.5.9 Service

All students are given the opportunity in serving the wider community through a number of charitable acts which take place during the academic year. Younger students raise money for CAFOD and Local Charities and older students co-ordinate food hampers for the parish and entertain and service members of the local parish at a Christmas lunch.

1.5.10 Mission Days

Twice a year, Students gather together as forms and take part in a Mission Day, each Year Group is given a Patron Saint to reflect on and they deepen their understanding of key Christian messages, an example of this is a Year Group doing a 'Walk for Water' after learning about Laudato Si and engaging with key climate issues.

1.5.11 Enrichment

There are a number of clubs and trips that run which have a focus on developing the character of students. All Students receive an enrichment and a large majority of students engage with a least one enrichment activity a week.

1.5.12 Staff

We recognise that Staff play a vital role and have to be acting as role models for students to learn from. There are regular messages/ CPD sessions with staff about the importance of character education and the role that they play.

1.5.13 Parents

Parents play a crucial role within the process. We ensure that parents are aware of what we are trying to do and actively encourage them to reinforce these character values at home.

1.6. How does Character Education support teaching and learning?

Character Education helps children to group up as responsible, independent, open-minded members of society but it also enhances their learning across the curriculum. By teaching character, we are encouraging children to develop skills that are necessary in almost every lesson in school.

If we develop the student holistically from Year 7 we believe that we are giving them the right tools when it comes to examinations in Year 11 and Year 13. A student must have the

emotional resilience that character education develops to ensure that they succeed and are ready for the next steps.

1.7. Monitoring and Evaluation

The delivery and impact of Character Education is a continuous improvement process. There is no one specific way in which to measure the impact but we triangulate a variety of different processes/methods including:

- DFE Character Education Framework- Benchmarking Activity
- School Evaluation tool (Jubilee Centre)
- Coverage of scheme of work
- Student Voice
- Staff Voice
- Staff Sharing Good Practice in Pastoral Briefings
- Parental Voice
- Increased student's knowledge and understanding
- Behaviour issues
- Attendance issues
- Through the ethos of the school
- Students work/display