



# CURRICULUM POLICY

## 1. Introduction

### This Policy Document:

- States the school's Curriculum Policy. It is a statement of intent. It reminds us all of what the school is trying to achieve.
- Provides a working document which contains information about Hartmore School Curriculum.
- Establishes a philosophical and theoretical framework for our Curriculum
- Provides a useful set of guidelines for teachers in the school.
- Encourages a common approach within the schools.

## 2. Rationale

Hartmore School is committed to providing a broad balanced, and most importantly a relevant curriculum that has been designed and personalised to closely fit the needs, interests, skills and abilities of each pupil. Therefore, the curriculum is planned to meet the individual learning needs of each pupil and is differentiated to ensure learning opportunities are both challenging and appropriate. Everything we do is designed to develop the skills, knowledge, understanding and personal and social development our pupils need to lead happy, successful lives.

## 3. What is the Curriculum?

- The Hartmore School's curriculum is everything that promotes learners intellectual, personal, social and physical development
- This includes all extracurricular activities as well as the lessons
- It also has wider implications for the way we approach teaching and learning, assessment, the quality of the relationships within school and the values embodied in the way we operate

## 4. Aims

### What are we trying to achieve?

- To intervene in the lives of all pupils irrespective of previous environments or experience; and to make a positive impact on their life chances and secure a brighter future for all
- To help each individual to make progress, building on their experiences both within and outside of school
- To provide a coherent set of learning experiences, both in and out of lesson time
- To provide for the full range of capabilities and aspirations
- To use expertise both within the teaching staff and from outside to enrich learning.
- To use our time and the flexibility of the statutory requirements to meet the learning needs of our pupils.
- To motivate and engage learners.
- To create thoughtful, caring, capable, creative, confident individuals with a love of life and its potential who look forward to live safe, healthy and fulfilling lives.



- To prepare pupils for an unknown future in an increasingly technological world.
- To raise achievement in all subjects but particularly in English and mathematics.
- To equip learners with the personal and thinking skills they will need to succeed in education, life and work.
- To encourage learners to engage in learning, progress and achieve, go on to further education and engage in lifelong learning.

As a result, the whole curriculum:

- Prepares pupils for an adult life in which they have the greatest possible degree of autonomy and ability to form relationships with others
- Increases pupils' understanding and/or awareness of their environment and of the wider world
- Enables pupils to be self-determining by promoting their ability to express preferences, communicate needs, make decisions and be either self-advocating and/or able to make use of an advocate
- Responds to the particular needs of individual pupils, including those who might require therapeutic curricula, in order to maintain their well-being and readiness to learn
- Provides opportunities for all pupils to be able to learn and achieve in ways that are relevant, meaningful and realistic to their individual circumstances
- Promotes pupils' spiritual, moral, social and cultural development
- Enables pupils access to their learning entitlement and ensures pupils are not disadvantaged by placement in a special school
- Provides a coherent teaching structure that enables continuity of learning to be maintained across all Key Stages
- Provides a consistent framework for defining Curriculum content and assessment of pupil achievement
- Provides opportunities for flexible learning in response to the individual education and transition plans agreed on behalf of individual pupils

## 5. Objectives

What do we need to do to achieve our aims?

- Ensure a modern, relevant and engaging curriculum tailored to the particular needs and interests of our pupils
- Have a clear and shared understanding of how learners learn
- Recognise the dynamic interplay between content, pedagogy and assessment
- Make the curriculum accessible to all learners
- Make connections between different elements of pupils learning experiences
- Make explicit the key concepts and key processes that underpin learning across subjects
- Employ approaches to assessment that foster learning
- Involve the learners in their learning. (We need to engage learners not in just the content of what is being taught but in the learning process, understanding what they need to do to improve and taking responsibility for furthering their own progress)
- Provide opportunities for learners to experience the benefits of different learning approaches, including learning through subject disciplines, thematic approaches, areas of study of their own choice and problem solving opportunities
- Provide opportunities for learners to learn on their own, in a team, in a large group and with virtual collaborators
- Provide opportunities for learners to learn in a range of places and to benefit from resources in the local community
- Include global, national, local and personal dimensions
- Reflect and make use of current technology

## 6. The Learning Entitlement

The statutory requirement for an independent school is limited to a very narrow selection of core subjects. At Hartmore School we believe that all pupils are entitled to a broad balance and relevant curriculum. Furthermore, we believe that that entitlement should be extended to include:

- Subjects of the National Curriculum which have been defined as being appropriate for each Key Stage by the DCSF
- Work related learning which is in accordance with, and reflected by, the 14-19 Increased Flexibility
- Vocational courses and subjects of school based on 14+ curricula in line with guidance from DCSF
- Outdoor education to increase self-confidence and self esteem
- Communication and Interaction sessions for all pupils.
- Character sessions to deliver key aspects of personal social and emotional education as defined by the Hartmore Character Curriculum.
- One day events organized to help pupils develop a sense of Citizenship, such as 'Children in Need' and 'Red Nose Day'
- Daily reading for all pupils
- Daily handwriting for all pupils
- Intervention through 'Booster Groups' and one-to-one tuition.
- Discreet functional skills lessons in English, Maths and ICT

## 7. The 'Creative Curriculum Model'

### Opening Minds

Opening Minds evolved from research by the Royal Society for the Encouragement of Arts, Manufactures and Commerce (RSA), investigating the way that children are educated in Britain today.

"... An information-driven curriculum is unlikely to be able to equip young people adequately for adult life in the new century. The National Curriculum is this kind of curriculum. It struggles to cope with the competing demands of subjects and the struggle gets harder as the volume of information increases. Meanwhile it neglects the development of the competences and skills that young people will need to survive and succeed in their future world ..." (RSA 2005)

In short, Opening Minds is a competence-based curriculum, focusing on learning, managing information, relating to people, managing situations and citizenship. Year 7 students will be taught by the same teachers for the majority of their curriculum. A variety of subjects will be delivered through a project-based context.

The RSA identified in 1999, that there was a real mismatch between what the National Curriculum tries to do and what education for the new century should be trying to do. The argument runs, in short, that an information-driven curriculum is unlikely to be able to equip young people adequately for adult life in the new century. The RSA has suggested that in place of the National Curriculum, competences should be used to provide young people with the skills and abilities needed to survive and succeed in their future world. They consist of: competence for learning, for managing information, for relating to people, for managing situations and for citizenship.

## 8. Functional Skills

Functional skills are those core elements of English, mathematics and ICT that provide individuals with the skills and abilities they need to operate confidently, effectively and independently in life, their communities and work. Individuals possessing these skills are able to progress in education, training and employment and make a positive contribution to the communities in which they live and work. However, whilst functional skills are embedded in the NC Programs of study for English, mathematics and ICT functionality should not be limited to these subjects. We need to seek opportunities throughout the curriculum for functional skills to be practiced and developed.

## 9. Personal Development

Personal development in school is the means by which all pupils are supported in their spiritual, moral, physical, emotional, cultural and intellectual development according to their needs, and regardless of their social and/or economic backgrounds. It promotes their wellbeing and enables them to develop their potential as healthy, enterprising and responsible citizens in our society.

The 'Every Child Matters' outcomes are still an important way of helping to focus our work on the whole child. An effective curriculum that supports personal development was one of the main ways in which a school could demonstrate its contribution to the 'Every Child Matters' (ECM) outcomes:

- Be healthy
- Stay safe
- enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

These outcomes are reflected directly in the curriculum aims – for all pupils to become successful learners, confident individuals and responsible citizens – and this makes ECM a fundamental feature of the curriculum. The personal, learning and thinking skills (from the old NC) are also integral to the personal development of pupils and the roles they take on in life – as family member, friend, neighbour, partner, parent, employee, employer, citizen and member of communities.

Our curriculum needs a planned and coherent approach to personal development and be reflected in the ethos and values of the school. Every member of the school staff can contribute to personal development and therefore to the wellbeing of each pupil in the school).

In Hartmore School, Personal development is driven by our "Character Curriculum" (see below).

## 10. Inclusion

Our curriculum needs to inspire and challenge all learners and prepare them for the future. To achieve this, personalized, imaginative and flexible approaches to learning are essential. Inclusion is about the active presence, participation and achievement of all pupils in a meaningful and relevant set of learning experiences. Some of these experiences will come from the national curriculum; others, equally important, will come from the wider curriculum in and beyond the classroom. An effective inclusive school needs to adopt a whole-school approach to

the curriculum. One of the main purposes of the whole-school curriculum will be to establish the entitlement to a range of high-quality teaching and learning experiences, irrespective of social background, culture, race, gender, differences in ability and disabilities.

An inclusive curriculum is one where all learners see the relevance of the curriculum to their own experiences and aspirations and have sufficient opportunities to succeed in their learning at the highest standard.

## 11. Cross Curriculum Dimensions

To achieve the aims of the curriculum, pupils need to experience opportunities to understand themselves and the world in which they live. Cross-curriculum dimensions provide important unifying areas of learning that help pupils make sense of the world and give education relevance and authenticity. They reflect the major ideas and challenges that face individuals and society. Cross-curricular dimensions can add a richness and relevance to the curriculum experience of all pupils. They can provide a focus for work within and between subjects and across the curriculum as a whole, including the routines, events and ethos of the school.

Cross-curriculum dimensions include:

- Community participation
- Creativity and critical thinking
- Enterprise
- Healthy lifestyles
- Identity and cultural diversity
- Global Dimensions and sustainability
- Technology and media

There are different ways to build cross-curriculum dimensions into their curriculum. They include:

- Ensure opportunities teaching the dimensions through subjects, with links across subjects being made where there are common issues or areas of learning
- Specifically, timetabled thematic days, activity weeks or events that focus on a particular dimension
- Activities that are integrated into the routines of the school, such as running a mini-enterprise or arranging a fundraising event
- Educational visits or out of hours learning opportunities
- Using experts from outside of the school to stimulate discussion and debate in assemblies or with specific groups of learners

We need to build the dimensions into their curriculum in a way that reflects the specific needs, interests and context of their learners.

## 12. Timetable Priorities & Time Allocation

- All pupils to do an hour of English and an hour of maths every day and have ample opportunity to acquire speaking, listening, literacy and numeracy skills;
- All pupils read every day
- All pupils (who need it) do handwriting every day
- All pupils to have the opportunity to make progress in a broad range of National curriculum subjects
- All pupils to have opportunities to develop practical physical and creative, scientific skills and abilities
- All pupils have opportunities to develop the personal, social and emotional skills and abilities they will need to live happy successful lives
- All pupils will have the opportunity to study topics which are appropriate for the ages and aptitudes of pupils in the group.
- We meet the needs of all pupils with a statement of SEN
- All foundation Learners have careers, work related Learning and work experience opportunities which prepare them for post 16 education.
- The curriculum is rooted in a culture of high expectation and inclusive teaching.
- Teaching techniques are relevant to the learning styles of all pupils
- Teaching is provided in ways that pupils find meaningful, non-threatening, but suitably challenging
- Learning is incrementally structured in ways that enable all pupils to have the opportunity to build on what they already know, and what they need to make progress in, in order to overcome their specific barriers to learning and assessment
- The teaching of key skills and the implementation of the curriculum relating to IEPs are implicit in all aspects of provision
- Teaching and learning is responsive to the diverse and changing needs of pupils as they mature chronologically

## 13. Organisation

We have tried to apply a structure to the timetable that will give a 'shape' to the school day that will benefit our pupils more than a haphazard mixture of unconnected lessons on any given day as we have had in the past.

Across the school this structure will start with Literacy and Maths every morning before break and continue with "Activate8", the creative Curriculum model between break and Lunch time. Each term Teachers will deliver a different topic designed to teach a range of national curriculum subjects and ensure that over the course of a year children have opportunities to make good progress in all subjects.

English and Maths can, where possible, be linked with the topic work they are doing in Activat8. They will be based in the same rooms with the same teachers throughout the morning giving stability and continuity for pupils

PSHE is taught as a separate lesson each week by a subject dedicated teacher. It follows the revised National Curriculum for PSHE and incorporates Gloucestershire's Pink Curriculum for PSHE. PSHE sessions are adaptable and are often carefully planned or adjusted to address current issues or according to the needs of the class.

Afternoons will be subjects requiring specialist knowledge or facilities such as Physical Education, Art and Design, Outdoor education, Food and Vocational studies. Every child in the school will get an opportunity to engage all each week, as they rotate through the different activities.



In Key stage 4 the nature of topics in Active8 changes to focus far more on the future with an increased emphasis on careers, enterprise and work related learning. ASDAN qualifications and the Certificate of personal effectiveness being a key part of the work they do in these sessions.

## 14. Group Structure

There is a primary and Secondary/Upper school block. We have a Primary Class (which can have a maximum of eight pupils). We have a Secondary school that can have up to 18 pupils. The secondary pupils will be divided into a number of Key stage 3 and 4 groups, which vary depending on the pupil group at any given time.

Key Stage 4 pupils will have opportunities for college courses and work experience placements and come into school on the other days. This means the Key Stage 4 group will be a different mix of pupils on any given day and with some pupils in school every day and others regularly out of school one or two days a week.

## 15. Staffing Structure

We have essentially split staff into class teams. There is, however, considerable flexibility within this structure to ensure all pupils get access to specialist teaching and the opportunity to work with different staff.

## 16. Organisation of the Curriculum

Subjects across the whole curriculum are organised in such a way so that there is flexibility of delivery, i.e., subject content may be taught as:

- A discrete lesson
- As part of a cross-curricular lesson or topic
- As a key skill to access the curriculum matter of other subjects

There are no nationally specified time allocations for individual subjects and the percentage of approximate teaching time allocated to each subject over a week / term / key stage is determined primarily by having due consideration for the learning needs of pupils. For pupils in KS4 it may be related to the availability of work related learning opportunities within the local community. However, the allocation of percentage times to individual subjects is also governed by the overarching need to deliver a curriculum that is broad, balanced and meaningful to pupils.

## 17. Curriculum Planning

Teachers are required to submit planning for English, maths and topic (and any aspects of the afternoon curriculum) on a termly basis.

Planning is done on an agreed format and includes:

- The intended curriculum coverage over a set period of time
- Plans that set out the principal teaching activities that need to be organised

- The intended learning outcomes linked to National Curriculum assessment criteria
- An indication of how the content can be differentiated by task/outcome
- Notes about the facilities and resources required for each session
- The learning potential of individual pupils

## 18. Planning for Progression

The sequence of curriculum content is organised with the fundamental aim of enabling pupils to build upon their prior learning and achieve intended learning outcomes.

Information about each pupil's current performance is used formatively for future planning. Once the existing level of knowledge, skill and understanding within each subject has been fully established on behalf of individual pupils, teachers are required to set curriculum targets for each pupil. These are learning targets that teachers set with a view to what the individual pupil might reasonably be expected to achieve by the end of their current Key Stage.

In order to properly identify and appreciate each pupil's learning barriers, assessment needs to extend beyond the curriculum-based assessment and encompass the holistic learning needs of pupils in order to:

- Establish a profile for each pupil that summarises the full extent of his/ her SEN and set out those needs in order of priority for addressing via the setting of IEP targets
- Establish how individual pupils prefer to learn and what specialist teaching/therapeutic techniques are required in order for a pupil to learn effectively
- Identify the optimum setting conditions for individual pupils in order to make learning environments empathetic to their personal learning styles (lighting, acoustics, distractions etc.)
- Identify the support required in order to engage in learning (staffing ratio, personal aids, access resources)
- Identify the preferences and aspirations of each pupil so that these can be incorporated into planning documentation
- Identify the kinds of work related experiences a pupil might require in response to his/her life plan as shaped in his/her Transition Plan.

Information from these assessments is used to inform lesson planning so that pupil access to the broad and balanced curriculum will be organised in ways that are meaningful.

## 19. Foundation Learning

We are committed to providing the very best education we can for all our pupils. Because of the wide range of individual needs, we believe that a 'one size fits all' curriculum model is not appropriate and cannot meet the differing needs of all our pupils. As a result, we have endeavoured to provide a flexible and personalized curriculum for all pupils. For Key Stage 4 pupils there is increased flexibility in order for them to follow personalized curriculums and maximize nationally recognised accredited schemes.

Our aim is to provide a meaningful and relevant set of learning experiences which together provide an engaging curriculum enabling both participation and achievement for all our pupils whilst preparing them for the future.



## 20. Academic Learning

All pupils get a 'core' curriculum of English, Maths Science, ICT, PSHE, Art, PE, Food, Outdoor Education and Vocational studies. All pupils have the opportunity to gain appropriate accreditations in all these subjects including GCSE or GCSE equivalent qualifications.

## 21. Vocational Education

Some pupils flourish in the practical, real-world environment of vocational learning. At Hartmore School we seek to provide opportunities to build on the skills and interests some of the students already have by providing a structured program of vocational activities including Carpentry, Horticulture and working with animals.

Hartmore School sees 'Food', learning about healthy choices and learning to cook as essential life skills for all our pupils. It is not 'fancy' cooking but focusses how to eat healthily on a budget.

It is hoped that these courses will provide excellent learning opportunities in their own right but also offer progression routes and preparation for some of our pupils to continue on to vocational qualifications at College and future work.

## 22. Outdoor Education

Some of our student excel at physical activities and love being outdoors. At Hartmore school we seek to offer all pupils the opportunity to develop outdoor and adventuresome activities through a structure programmer of outdoor activities which include Rock climbing, orienteering, Skiing, Mountain biking, Geocaching, Canoeing and many others.

## 23. Functional Skills

Functional skills are included in English, mathematics and ICT. They provide individuals with the skills and abilities they need to operate confidently, effectively and independently in life, their communities and work.

All our pupils' individual programs include functional skills as a component, at the level appropriate for the individual.

All our pupils benefit from discreet lessons to ensure they gain these essential skills and to achieve recognized accreditation in functional skills.

## 24. Work-related Learning

Work-related learning is defined as 'planned activity designed to use the context of work to develop knowledge, skills and understanding useful in work'. It includes learning through the experience of work, learning about work, working practices and learning skills for work.



We believe there are essential skills that can only be gained through work related learning. As a result, we seek to provide all foundation learners with work related opportunities during Key Stage 4. These opportunities are provided in our curriculum through: Vocational education, enterprise, work experience and extended work related learning placements.

## 25. Work Experience

All pupils are considered for Work Experience placements at Key Stage 4. Work experience provides pupils with the opportunity to look into job roles they may wish to follow in the future. It provides pupils with a realistic 'on the job' experience which cannot be achieved within school. Preparation work prior to the placement and follow up work at the end of the placement are conducted in school.

Pupils in year 10 and Year 11 have the opportunity learn from a work placement. For some pupils, it may be appropriate to set up an on-going one day a week extended work placement. Pupils not ready for independent work experience may be offered a 'Community Service' placement to support life skills and contribute to developing greater independence skills.

## 26. Evaluation of the Whole Curriculum

The school's whole curriculum is monitored and evaluated systematically to ensure that:

- The curriculum supports the process of setting learning targets and enables pupils to achieve their individual learning targets (i.e. curriculum targets and IEP targets)
- The individual, holistic needs of pupils are identified and met appropriately
- Assessment is used formatively in teaching [AfL] and pupils are able to build on and/or consolidate what they already know and are able to do
- Pupils access a broad and balanced curriculum in ways that are relevant to their individual circumstances
- The spiritual, moral, social and cultural development of pupils is promoted

The ways in which the school's whole curriculum is monitored and evaluated include:

- Staff evaluating each lesson to determine the extent to which intended learning outcomes have been achieved and/or whether new information about a pupil's levels of skill, knowledge or understanding has become apparent during the course of a lesson.
- Staff monitor the effectiveness of any strategies, specialist techniques, resources etc. and evaluate how such things can be refined to help pupils overcome their learning barriers
- It is the role of each subject leader to keep up to date with developments in their subject. They review the way the subject is taught in the school and plan for improvement. This development planning will link to whole-school objectives.
- Teachers are required to keep on going records of National Curriculum Levels for pupils and submit those levels six times a year at the end of each term.
- Teachers are required to evaluate each SoW they have taught.
- Data tracking, reports for Annual PEP and LAC Reviews and end of year Report documentation is used by the class and head teacher to evaluate individual pupil progress across the whole curriculum.
- Individual staff maintain a folder of samples of work as evidence of progress over time.

Pupil progress in general will be monitored in reference to whole school curriculum targets and findings analysed to indicate areas of strength/ weakness in curriculum performance over each year.

## 27. Hartmore School's 'Filling the Gap'- 'Character Curriculum'.

At Hartmore School we believe that there is a risk of children growing up without some of the key skills, character strengths and values that they will need if they are going to be able to lead happy successful lives as adults. This 'gap' in the development of many pupils is due to a number of complex and interrelated factors but not least changes in the nature of the families and the communities in which children are growing up. This is especially significant in the lives of some of our pupils. This 'gap' is what we at Hartmore school call the 'Character Curriculum'.

We are living in times of escalating complexity, personal choice and individual responsibility. Times when children gain more information about the world around them from the internet and social media than they do from parents and teachers. Never have character and values been more important to help our pupils know right from wrong, good and bad and how to go on in the world to lead happy, successful lives. The current education system seems ill-equipped to provide this for our children as it struggles with the demands placed on curriculum time to ensure coverage of the National Curriculum and that pupils achieve the maximum points score through external accreditation to improve the school's performance measures. If a core function of education is to develop in pupils the skills, mental and emotional resources they will need, to cope with the demands of their lives, then there is a danger that they may be left under resourced by the educational system.

At Hartmore School we aim to offer a real alternative to the mainstream curriculum. We aim to be a place where pupils can enjoy a personalised, practical and vocational education and more importantly, a place where we can focus our efforts on teaching those key life skills, character strengths and values that pupils will need if they are to face, with confidence, whatever challenges and choices their future lives confront them with.

Hartmore School is a place where children can come and feel safe and enjoy memorable learning experiences. A place where they can develop essential learning and thinking skills that can result in significant and permanent changes and help them go on to achieve unimagined success in their lives.

### Character Curriculum - Character Strengths and Values

**Curiosity & Courage** (Love of Learning, experimenting, exploring and trying new things)

**Honesty, integrity and accountability** (Honest, honourable, reliable, personal responsibility and work ethic)

**Awareness & Empathy** (Self-awareness and awareness of others and the impact they have on others)

**Respect & Manners** (Respect for others, respect for themselves and good manners)

**Acceptance & Tolerance** (Thoughtful, considerate, patient, tolerant, understanding, kind and generous)

**Confidence & Independence** (Belief in self, self-reliance)



**Team Workers & Active Participants** (Participation, self-determination, choices! Taking responsibility for their own future, connecting with others, sharing ideas, building relationships, being effective members of a team)

**Emotional Maturity** (Self-control, discipline, thinking before acting/speaking, anger management, drugs/drink/diet, social skills, humour, hope, gratitude, leadership)

**Resilience** (Perseverance, emotional resilience, ability to cope with failure, loss, pain)

## Rationale Behind Hartmore School's Character Strengths & Values

### Curiosity & Courage

As any educational provision our core function has to be learning. **Curiosity** is the starting point for learning. Without curiosity, there is no engagement. Without engagement there is no learning. Children need a sense of wonder and excitement about discovering new things, a love of learning and the skills they need to find the answers. They also need the **courage** to try new things, **experiment, explore**, take risks and challenge themselves and not worry if things go wrong.

### Honesty, Integrity & Accountability

Honour is not a word that you hear very often anymore, however previous generations were brought up to believe that 'a man was only as good as his word' and that 'honesty and integrity were the measure of a man'. In a cynical world, it is essential that children learn to have the courage to tell the truth and to take responsibility for the consequences of their actions, to fight the fights that need fighting not the fights they can win on a 'no win, no fee' basis. It is important they understand the notion of 'an honest day's work for an honest day's pay' and head out into the world of work with a work ethic that they should 'do a job to the best of their ability' not do half a job because they think no one is checking up on them and it does not matter. It matters.

### Awareness & Empathy

Self-awareness is important for human beings. It is important that children have an honest view of who they are. It is important that children grow up knowing and liking themselves and knowing that it is OK to be who they are. It is important that children are aware that others may think and act differently than they do and what the reasons might be for this. It is important that they understand that the way they speak and behave can have an impact on the way other people think and behave about them and towards them.

### Respect & Manners

It is sometimes said of children today that they have no respect for anyone or anything. It is important that we teach children to respect others. It is important that we teach people to respect other people and their property and belongings. By teaching them to respect others they can learn to respect themselves. One aspect of respect for others we believe is important are good manners. Previous generations were brought up to believe that 'manners make the man' and 'good manners cost nothing'. It is important that we teach children good manners, to demonstrate good table manners, to open doors and how to greet people correctly and make a good first impression, how to shake hands and look someone in the eye. Without these skills, they may have difficulty getting on in the world.



## **Acceptance & Tolerance**

The world is becoming an increasingly smaller place and we live in an increasingly multicultural corner of the world. If children do not learn tolerance, understanding and acceptance of people from different cultures, different religions they will have a difficult time fitting in. Children need to learn to treat each other with kindness. They need to be patient, caring and tolerant of others abilities and differences. They need to be generous in thought and deed towards other people if they are to develop the friendships and relationships they will need to go on and lead happy lives.

## **Confidence & Independence.**

Children need to be confident. They need to believe in themselves and know that they can develop the skills and abilities they need, that they are capable of overcoming the challenges they may face in their lives. They need to learn essential life skills and self reliance to be able to stand on their own two feet and explore undiscovered futures.

## **Team Workers & Active Participants**

Children need to become active participants in teams and in their lives. Some children seem to be under the impression that the good things in life are going to come to them without them having to do very much about it. We want to encourage children to get involved and take responsibility for their lives. This starts with encouraging their active involvement with their learning and teaching them that they will get out of school, and their lives, as much as they put into it. We aim to teach them the importance of team work and essential skills (like listening, co-operating, contributing, sharing ideas,) they need to become valuable members of a team.

## **Emotional maturity**

There are many definitions of emotional maturity. What we mean by this is the ability to exert some self control and self discipline. (over drugs, drink or diet). Learning to think before speaking, speak before acting and manage difficult emotions such as anger and guilt, being able to face and discuss their emotions or behavior, learning to keep things in perspective and learning the benefit of developing humour and a positive outlook on life.

## **Resilience**

The biggest difference between those people who are successful and those that are not is that the people who succeed are determined to do so. Perseverance and the ability to stick at something even when it is hard or not especially fun or enjoyable is an essential skill in life. Developing the ability to cope when things do not work out well or do not go their way. The ability to deal with failure, loss and pain. The resilience to cope with whatever life may throw at them.

## **Character Profile - 'Filling in the Gaps'**

At Hartmore School we have used our core values to establish the character curriculum and identify areas of personal, social and emotional development which we believe are essential life skills, character strengths and values that our pupils develop. This should be reflected in everything we do. All our learning programs and activities are designed to impact on these areas.



We undertake assessments based on observation and experience and the combined knowledge of each individual to establish a 'baseline profile' for each individual who comes to Hartmore school. This gives us a method of establishing the areas of greatest need and we use this profile to establish individual learning targets for personal and social development for each pupil.

We revisit this profile at different times in the year and this gives us an effective method of working with pupils to show them the progress they are making in their personal, social development and it helps us to continually set and keep under review appropriate targets for each pupil to ensure they remain relevant to the learning needs of each individual.

## **28. Policy Review**

This policy will be reviewed every 24-months. It was last reviewed in October 2020 and will be reviewed again in September 2022.

# Appendix 1

## Character Curriculum

Pupil Name:

### Courage & Curiosity

I struggle to show an interest in school or lessons	I am interested in some things	I can talk about the things that interest me.	With help, I will sometimes try something new	I will sometimes try something new on my own.	I am beginning to enjoy learning about and trying something new ... and ask questions.	I am usually willing to learn about and do something new on my own.	I am increasingly confident when doing something new and can complete independently	I love learning something new and I enjoy every opportunity that is given to me	I seek additional opportunities to learn new things outside of school and for my own enjoyment

### Honesty, Integrity & Accountability

I frequently tell lies and take no responsibility for my actions (or even understand right and wrong)	I can understand the difference between right and wrong	I can sometimes admit when they have done wrong/made a mistake	I am able to identify when others are lying and recognise that this is a poor quality	I can understand the impact of lying or the consequences for my actions	I can sometimes tell the truth and make the right choices.	I can often be truthful make the right choices can and be relied upon.	I can understand when something is wrong and accept responsibility and consequences.	I always try to tell the truth and make the rights choices	I am trustworthy. I always tell the truth and can be relied upon to get tasks done.

### Awareness & Empathy

I do not know who I am or what other people think of me.	I can sometimes talk positively about others	I can sometimes talk positively about myself	I can say some things I like about myself	I am beginning to understand that others think and act differently than I do in some situations	I can accept that others think and act differently than I do some situations	I am beginning to understand that my emotions mat affect others	I am aware that my behaviour can have an impact on how others think and behave towards me	I can adjust my behaviour when it is affecting others	I know and like myself and often show empathy and an understanding towards others



### Respect & Manners

I understand the meaning of good manners, please and thankyou	I understand that everyone has the right to be treated with respect	Sometimes I speak nicely to other people and remember to say please and thank you	I frequently speak nicely to other people	I normally speak nicely to people and remember to say please and thankyou	I can treat others with respect	I can hold a polite conversation and demonstrate good manners in some situations	I can demonstrate good manners in most situations	I choose to treat everyone with respect at all times	I can demonstrate good manners in all situations

### Acceptance & Tolerance

I know that people are different	I can say one way that two people are different	I know that others have feelings	I can think of a reason why we might treat people differently	I don't mind that others are different	I am aware that things I say and do affect other people	I know I should be kind to others	I always try to be kind and not upset other people	I accept others differences and try to treat everyone the same	I enjoy and celebrate the fact that human beings are all so different and varied.

### Confidence & Independence

I can't say one thing I am good at	I can name one thing I am good at	I know I am good at some things	I will try something new with support	I enjoy new challenges and will have a go by myself	I love new challenges and like to try and achieve them on my own but know sometimes I may need help.	I always try to achieve challenges by myself but have the confidence to ask for help	I can solve most problems with help And can face some challenges on my own.	I can solve most problems by myself.	I am confident and I have the resources to overcome any challenges in my life

### Team Workers

I can do an activity, and am learning to share the same space	I can work with an adult	I can work with a friend with support	I can work with a friend without support	I can join in and work with others in a group with support	I can join in and work with others in a group	I can sometimes think ahead and I understand that I can change what happens	I can help when I am part of a team and help us be successful	I can lead someone else to achieve a successful outcome	I can lead a team to success and try the best to contribute in all that I do

### Emotional Maturity

I am aware there are different feelings but can't regulate my emotions	I am starting to recognise some emotions of my own and of other people	I know when I have been angry	I sometimes know if I am getting upset or angry	I know how I am feeling and how different situations make me feel	I can sometimes talk about what makes me angry or upset	I can sometimes think before I speak or act and can walk away from situations	I can talk about my emotions and take steps to control my behaviours.	I can control my behaviour in most situations and most of the time I am happy about the future	I manage my feelings in all situations have a positive outlook and am excited about the future

### Resilience

I can't cope when things go wrong	I try not to get angry in difficult situations	I can say if I am finding something hard or if I am getting cross	I always try even when I am finding something hard	I can recognise when I am finding something hard and need help	I know the things I will find difficult and what support I will need	I am sometimes able to able to persevere at things I find difficult	I know I can't be the best at everything and it is OK to lose or come second.	I can usually stick at things and I am ok when things go wrong and do not get too upset or angry	I always stick at things and I can still laugh when things go wrong and do not get upset for long