

Character Curriculum Map



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Family	<p>Daily Class Family Time (Meetings):</p> <ol style="list-style-type: none"> Explanation of focus habit, power and skill and/or current world event Wish Wells - children share things that may be worrying them, or they would like to wish well (e.g. an absent class member, a poorly parent) Celebrations - children share anything they wish to celebrate during this time PEACE problem-solving model - a model to work together to solve problems that children in class are experiencing Brain Smart Start (up and down activities) - activities to connect as a class family Daily Commitment - a shared commitment that the class works on together to achieve <p>School and Class Family:</p> <ul style="list-style-type: none"> We regularly come together as a school to connect, share experiences, celebrate successes and learn. These opportunities bring the school community together to develop a sense of belonging in all. Children feel part of their class family through daily class meetings, solving problems together, developing empathy through wish wells, and service through class jobs. The School Family is built on a healthy family model with the goal of providing optimal development for all its members. The School Family builds connections that foster the following: Impulse control through co-regulation skills Cooperation and willingness to learn through a sense of belonging Executive skills through modelling, scaffolding and direct teaching Teachers create a school family through the use of routines, rituals, and classroom structures that provide the safety and connection needed for optimal development and learning. 					
	Taught within Class Family Time					
Habits	<ul style="list-style-type: none"> Safe Brain State Model 	<ul style="list-style-type: none"> Ready Zones of Regulation 	<ul style="list-style-type: none"> Respectful Brain State Model 	<ul style="list-style-type: none"> Resilient and Independent Zones of Regulation 	<ul style="list-style-type: none"> Ambitious Brain State Model 	<ul style="list-style-type: none"> Collaborative Zones of Regulation
Powers	<ul style="list-style-type: none"> Power of Attention - Whatever we focus on, we get more of. To create images of expected behaviour in a child's brain. 	<ul style="list-style-type: none"> Power of Perception - No one can make you angry without your permission. To teach children to take responsibility for our own upset. 	<ul style="list-style-type: none"> Power of Love - Choose to see the best in others. Keeps us in the higher centres of our brain so we can consciously respond not unconsciously react to life events. 	<ul style="list-style-type: none"> Power of Intention - Mistakes are opportunities to learn. To teach a new skill rather than punishing others for lacking skills we think they should possess by now. Power of Free Will - The only person you can change is you. Learning to connect and guide instead of force and coerce. 	<ul style="list-style-type: none"> Power of Acceptance - The moment is as it is. To learn to respond to what life offers instead of attempting to make the world go our way. 	<ul style="list-style-type: none"> Power of Unity - We are all in this together. To perceive compassionately, and offer compassion to others and to ourselves.
Skills	<ul style="list-style-type: none"> Assertiveness - Bully Prevention, healthy, boundaries - Respect for self and others 	<ul style="list-style-type: none"> Composure - Anger management, delay of gratification - Integrity 	<ul style="list-style-type: none"> Positive Intent - Cooperation, problem-solving - Compassion, generosity 	<ul style="list-style-type: none"> Consequences - Learning from your mistakes - Responsibility Choices - Impulse control, goal 	<ul style="list-style-type: none"> Empathy - Emotional regulation, perspective-taking - Honouring diversity, honesty 	<ul style="list-style-type: none"> Encouragement - Pro-social skills: kindness, caring, helpfulness - Interdependence, optimism, gratitude

				achievement - Persistence		
B r a i n	<ul style="list-style-type: none"> • Survival State - BRAIN STEM The Survival State represents the primal brain and asks the question, "Am I safe?" The only way to soothe the Survival State is through the creation of Safety. • Emotional State - LIMBIC SYSTEM This Brain State represents mid-level functionality and asks the question, "Am I loved?" The only way to soothe an upset emotional state is through Connection. • Executive State - PREFRONTAL LOBES The Executive State represents the optimal state for problem-solving and learning. This Brain State asks the question, "What can I learn from this?" 	<ul style="list-style-type: none"> • Blue Zone • Green Zone • Yellow Zone • Red Zone 	<ul style="list-style-type: none"> • Survival State - BRAIN STEM The Survival State represents the primal brain and asks the question, "Am I safe?" The only way to soothe the Survival State is through the creation of Safety. • Emotional State - LIMBIC SYSTEM This Brain State represents mid-level functionality and asks the question, "Am I loved?" The only way to soothe an upset emotional state is through Connection. • Executive State - PREFRONTAL LOBES The Executive State represents the optimal state for problem-solving and learning. This Brain State asks the question, "What can I learn from this?" 	<ul style="list-style-type: none"> • Blue Zone • Green Zone • Yellow Zone • Red Zone 	<ul style="list-style-type: none"> • Survival State - BRAIN STEM The Survival State represents the primal brain and asks the question, "Am I safe?" The only way to soothe the Survival State is through the creation of Safety. • Emotional State - LIMBIC SYSTEM This Brain State represents mid-level functionality and asks the question, "Am I loved?" The only way to soothe an upset emotional state is through Connection. • Executive State - PREFRONTAL LOBES The Executive State represents the optimal state for problem-solving and learning. This Brain State asks the question, "What can I learn from this?" 	<ul style="list-style-type: none"> • Blue Zone • Green Zone • Yellow Zone • Red Zone

Character Passport Challenges

P a s s p o r t Y R	<ul style="list-style-type: none"> • Ready 1 - Dress yourself (jumpers/coats). • Respectful 1 - Show kind manners. • Safe 1 - Show sensible walking. • Resilient 1 - Practise your new sounds. 	<ul style="list-style-type: none"> • Ambitious 1 - Complete daily challenge set by an adult. • Collaborative 1 - To share and play nicely. • Independent 1 - Independently communicate your needs and wants. 	<ul style="list-style-type: none"> • Ready 2 - Use the bathroom correctly. • Respectful 2 - Tidy the classroom area. • Safe 2 - Hold scissors and pencils correctly. • Resilient 2 - Actively participate in PE lessons. 	<ul style="list-style-type: none"> • Ambitious 2 - To write your name. • Collaborative 2 - Engage with a range of children. • Independent 2 - Use my resources independently. 	<ul style="list-style-type: none"> • Ready 3 - Brush your teeth. • Respectful 3 - Participate in family circle time. • Safe 3 - Follow the Green Cross Code. • Resilient 3 - Improve your letter formation. 	<ul style="list-style-type: none"> • Ambitious 3 - Read with a parent or carer 3x weekly. • Collaborative 3 - Help your parent/carer with a task. • Independent 3 - Get yourself dressed for school.
P a s s p o r t Y 1	<ul style="list-style-type: none"> • Ready 1 - Pack your P.E. kit • Respectful 1 - Listen and track adults. • Safe 1 - Use kind hands and give personal space. • Ambitious 1 - Show neat presentation. 	<ul style="list-style-type: none"> • Collaborative 1 - Use kind words • Independent 1 - Select appropriate resources independently. • Resilient 1 - Show resilience when writing new words. • Safe 2 - Tidy the classroom to make it safe. 	<ul style="list-style-type: none"> • Ready 2 - Follow your morning routine correctly. • Respectful 2 - Use morning greetings and kind manners. • Ambitious 3 - Share something during Family circle time. • Resilient 2 - Complete a tricky task. 	<ul style="list-style-type: none"> • Ambitious 2 - Complete a weekly challenge in class. • Collaborative 2 - Work effectively through Think, Pair, Share • Independent 2 - Dress yourself correctly. 	<ul style="list-style-type: none"> • Ready 3 - Put on socks, tights and shoes correctly. • Respectful 3 - Participate in family circle time. • Safe 3 - Follow the Green Cross Code. • Resilient 3 - Read daily and complete your planner. 	<ul style="list-style-type: none"> • Collaborative 3 - Help wash up. • Independent 3 - To stay away from home on a sleepover.

P a s s p o r t Y 2	<ul style="list-style-type: none"> • Ready 1 - Fold your clothes in school. • Respectful 1 - Reply in full sentences and use kind manners. • Safe 1 - Walk sensibly around school. • Resilient 1 - Read daily and complete your planner. 	<ul style="list-style-type: none"> • Ambitious 1 - Attend a free after-school club provided by Tyndale. • Collaborative 1 - Participate in P. E. and playtime games. • Independent 1 - Select appropriate resources independently. 	<ul style="list-style-type: none"> • Ready 2 - Keep the cloakroom tidy. • Respectful 2 - Hold doors open and wait for others. • Safe 2 - Hold scissors safely in the classroom. • Resilient 2 - Complete a tricky task. 	<ul style="list-style-type: none"> • Ambitious 2 - Achieve your name on the recognition board. • Collaborative 2 - Participate in a school performance. • Independent 2 - Participate in a school trip. 	<ul style="list-style-type: none"> • Ready 3 - Remember your book bag and planner daily. • Respectful 3 - Help your parent/carer with a job at home. • Safe 3 - Follow the Green Cross Code. • Resilient 3 - Show resilience in in sports day activities. 	<ul style="list-style-type: none"> • Ambitious 3 - Share something during Family circle time. • Collaborative 3 - Help an adult to prepare a meal. • Independent 3 - Tidy your own bedroom.
P a s s p o r t Y 3	<ul style="list-style-type: none"> • Ready 1 - Bring your full PE kit everyday. • Respectful 1 - Be recognised by an adult for being respectful. • Safe 1 - Tidy the classroom and local environment. • Independent 1 - Stay away from home on a sleepover or residential trip. 	<ul style="list-style-type: none"> • Ambitious 1 - Aim to achieve your pen licence. • Collaborative 1 - Play with new friends on the playground. • Resilient 1 - Read daily and complete your planner. 	<ul style="list-style-type: none"> • Ready 2 - Consistently wear a full school uniform. • Respectful 2 - Hold doors open and wait for others. • Safe 2 - Be recognised by an adult for being safe at playtimes. • Resilient 2 - Participate in all school performances. 	<ul style="list-style-type: none"> • Ambitious 2 - Achieve your name on the recognition board. • Collaborative 2 - Be recognised by an adult for showing sportsmanship • Independent 2 - Independently tie your shoe laces. 	<ul style="list-style-type: none"> • Ready 3 - Brush your teeth and hair 2x a day. • Respectful 3 - Help your parent/carer with a job at home. • Safe 3 - Follow the Green Cross Code. 	<ul style="list-style-type: none"> • Ambitious 3 - Discuss your future career aspirations with a parent/carer. • Collaborative 3 - Help make breakfast. • Independent 3 - Independently pack your bag for school. • Resilient 3 - Show resilience in sports day activities.
P a s s p o r t Y 4	<ul style="list-style-type: none"> • Ready 1 - Bring your full PE kit everyday. • Respectful 1 - Be recognised by an adult for being respectful. • Safe 1 - Tidy the local environment. • Resilient 1 - Show resilience in your personal target. 	<ul style="list-style-type: none"> • Ambitious 1 - Attend a free after-school club provided by Tyndale. • Collaborative 1 - Lead a playground game and encourage participation. • Independent 1 - Use your resources to work independently. 	<ul style="list-style-type: none"> • Ready 2 - Consistently wear a full school uniform. • Respectful 2 - Hold doors open and wait for others. • Safe 2 - Keeping our classroom safe and tidy • Resilient 2 - Participate in all school performances. 	<ul style="list-style-type: none"> • Ambitious 2 - Learn or improve a new skill. • Collaborative 2 - Be recognised by an adult for showing sportsmanship • Independent 2 - Independently tie your shoe laces. 	<ul style="list-style-type: none"> • Ready 3 - Brush your teeth and hair 2x a day. • Respectful 3 - Participate in class discussions • Safe 3 - Follow the Green Cross Code. • Resilient 3 - Read daily and complete your planner. 	<ul style="list-style-type: none"> • Ambitious 3 - Visit a library and borrow a book. • Collaborative 3 - Help an adult at home with a job or prepare a meal • Independent 3 - Stay away from home on a sleepover or residential trip.
P a s s p o r t Y 5	<ul style="list-style-type: none"> • Ready 1 - Be recognised by an adult for showing readiness. • Respectful 1 - Be recognised by an adult for being respectful. • Safe 1 - Tidy the local environment. • Resilient 1 - Show resilience in your personal target. 	<ul style="list-style-type: none"> • Ambitious 1 - Attend a free after-school club provided by Tyndale. • Collaborative 1 - Lead a playground game and encourage participation. • Independent 1 - Use your resources to work independently. 	<ul style="list-style-type: none"> • Ready 2 - Consistently wear a full school uniform. • Respectful 2 - Participate in class discussions and listen carefully to others. • Safe 2 - Promote safe play by leading a playground game. • Resilient 2 - Participate in all school performances. 	<ul style="list-style-type: none"> • Ambitious 2 - Learn new greetings in another language. • Collaborative 2 - Be recognised by an adult for showing sportsmanship • Independent 2 - Participate in all school trips. 	<ul style="list-style-type: none"> • Ready 3 - Tidy your bedroom every day. • Respectful 3 - Keep the classroom and school environment tidy. • Safe 3 - Create an E-Safety poster or presentation. • Resilient 3 - Read daily and complete your planner. 	<ul style="list-style-type: none"> • Ambitious 3 - Visit a library and borrow a book. • Collaborative 3 - Help an adult at home prepare a meal • Independent 3 - Research and present information to the class.
P a s s p o r t Y 6	<ul style="list-style-type: none"> • Ready 1 - Always have my full PE kit. • Respectful 1 - Be recognised for being respectful. • Safe 1 - Tidy the local environment. • Resilient 1 - Be recognised for being resilient in something. 	<ul style="list-style-type: none"> • Ambitious 1 - Learn or improve a new skill. • Collaborative 1 - Lead a playground game and encourage participation. • Independent 1 - Use your resources to work independently. 	<ul style="list-style-type: none"> • Ready 2 - All children to be in correct school uniform • Respectful 2 - Participate in class discussions and listen carefully to others. • Safe 2 - Keep the classroom environment safe and tidy 	<ul style="list-style-type: none"> • Ambitious 2 - Learn new greetings in another language. • Collaborative 2 - Be recognised by an adult for showing sportsmanship • Independent 2 - Participate in all school trips. 	<ul style="list-style-type: none"> • Ready 3 - Tidy your bedroom every day. • Respectful 3 - Carry out an act of kindness. • Safe 3 - Plan your route to your secondary school. • Resilient 2 - Read daily and complete your planner. 	<ul style="list-style-type: none"> • Ambitious 3 - Visit a library and borrow a book. • Collaborative 3 - Help an adult at home prepare a meal • Independent 3 - Research and present information to the class.

- Ongoing retrieval and review and many opportunities for children to ask questions and for teachers to check for understanding
- Ongoing formative assessment to drive instruction of the Character Curriculum
- Our Behaviour Curriculum provides a high success rate creating a positive culture and supporting children to acquire our seven character habits.

- School Family - Belonging
- Key Events and Celebrations
- Academic Curriculum
- Behaviour Curriculum
- Enrichment Programme - Cultural Capital Map
- Extra-Curricular Programme
- Child Societies - Leadership in Every Role - School Council and Captains, The Learning Army, Class Ambassadors, Anti Bullying Ambassadors, Sports Ambassadors, Eco Warriors, Event Planners
- Service Programme

Time Machine (Are you willing?, Wish each other well, I don't like it when you... please...):

Our time machine offers children the chance to resolve their own disagreements, develop empathy and willingness to listen to other perspectives.

- Step 1: Roll back time
- Step 2: Ask for willingness
- Step 3: Be a S.T.A.R.
- Step 4: Wish each other well
- Step 5: Focus on the goal and unify
- Step 6: Coach the children to use helpful words
- Step 7: Offer a connection to show there are no hard feelings



Using good manners

- Know that I should always say 'please' when I am asking for something.
- Know that I should always say 'thank you' when I receive something or someone does something nice for me.
- Know that I should say 'Good morning/afternoon' to others if spoken to.
- Know that it is important to show gratitude to others by thanking people for what they have done for me.
- Know that a calm and polite tone is respectful.



Playtime Behaviour

- Know that I must walk from my classroom to the playground using Fantastic Walking.
- Know that I must play safely without hurting anyone.
- Know that I do not 'play fight' because I may hurt someone by accident.
- Know that I must be kind, by including people in my games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that, when called, I must line up in my lining up order straight away.
- Know that I must walk back to my classroom using Fantastic Walking.



Lunchtime

- Know that I use Fantastic Walking when walking to the hall.
- Know that I collect my food and sit down straight away.
- Know that I should use a normal talking volume when in the hall. I should not be raising my voice.
- Know that I should use a knife and fork correctly.
- Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

- Know that I should not leave my seat once I have sat down.
- Know that once I have finished, I clear any rubbish from my table and empty any leftover food into the correct bin.
- Know that once I have cleared my plate, I return to my seat and wait until a member of staff raises their hand.
- Know that once a member of staff raises their hand and I have finished my food, I can line up quietly.
- Know that I use Fantastic Walking when walking from the dining hall to the playground.



General classroom expectations

- Know that I should not be leaving my seat during a lesson unless I have asked to do so.
- Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time as much as possible.
- Know that I should not have any objects on the table that distract me from my learning.
- Know that it is my responsibility to keep my table clear from clutter.
- Know that I have a responsibility to ensure that the classroom is kept tidy.
- Know that I should not talk when the teacher is delivering a lesson or another child has been asked to talk as this will stop myself and others from learning.



Accepting a Consequence

- Know that I should be honest
- Know that I should take responsibility – do not blame others around me
- Know that I should understand the impact my choice had on others and show or say sorry to those I have affected
- Know how to find out how to change my behaviour
- Know not to argue back with the adult
- Know not to get upset or worry

Character Habit	End of EYFS Learner can:	End of KS1 Learner can:	End of KS2 Learner can:
Independence	<ul style="list-style-type: none"> • manage their own basic hygiene and personal needs • show an understanding of their own and others feelings and begin to regulate their behaviour accordingly • solve problems in their learning 	<ul style="list-style-type: none"> • use the environment effectively to support their learning (brain, board, book, buddy, boss) • become confident individuals who can self assess and make the right choices • proactively participate in all aspects of the learning 	<ul style="list-style-type: none"> • take ownership of their own learning at home and at school; behaviour, organisation and time management in order to be successful in different areas of the curriculum • confidently apply their understanding and knowledge across the curriculum • seek and use scaffolds and learning resources independently • challenge their own understanding and reflect and self-assess against given criteria and their own steps to success
Collaboration	<ul style="list-style-type: none"> • work and play cooperatively and take turns with others • be able to initiate/engage in a conversation with a peer and trusted adult • resolve conflict with their peers • create and build with their peers 	<ul style="list-style-type: none"> • work with others to solve given problems • understand tolerance and respect as part of our British Values • accept others' views and ideas • make effective contributions to others; learning 	<ul style="list-style-type: none"> • value all contributions from others, demonstrating respect for different cultures, backgrounds and beliefs • confidently use teamwork skills effectively across a range of different forms and situations in different roles • embody the British Values of tolerance, democracy, the rule of law, mutual respect and individual liberty • support others by showing good listening skills, empathy, turn taking and respecting group decisions
Resilience	<ul style="list-style-type: none"> • show that they keep trying despite not succeeding • maintain a positive approach to learning • negotiate space and obstacles safely, understanding balance and coordination • begin to show accuracy and care when using a range of small resources 	<ul style="list-style-type: none"> • be confident individuals who comfortably make mistakes • use ZOR (Zones of Regulation) to self-regulate personal emotions and develop empathy • follow British values of democracy and the rule of law 	<ul style="list-style-type: none"> • recognise that individually they will have strengths and areas of development; not all learning comes easily • build stamina and perseverance in embracing continued challenges • confidently access resources and scaffolds to support learning • demonstrate a flexible mindset in being open to new ideas, concepts and beliefs that may challenge those previously held
Ambition	<ul style="list-style-type: none"> • willing to try something new • explore solutions creatively • find risk taking rewarding • attempt to read and write within their own phonetic understanding 	<ul style="list-style-type: none"> • Become independent learners who are willing to try something new • Be confident to communicate and convey ideas when debating • Develop self-belief and the need to understand themselves and give personal challenges 	<ul style="list-style-type: none"> • demonstrate the 7 character habits in readiness for secondary school • embody the belief that no matter what background, challenge or barrier to opportunity that children may have, it is about where we can go that is the key • embrace opportunities and seek out experiences that allow them to widen their skill set, life experiences and understanding of the wider world • set a range of short and long term goals

<p>Ready</p>	<ul style="list-style-type: none"> ● understanding behaviour expectations ● maintain attention and listening during the school day ● understand the importance of routines 	<ul style="list-style-type: none"> ● Understand and apply embedded routines ● Understand and follow all expectations to complement life skills ● Show a sense of belonging and pride in themselves and their environment 	<ul style="list-style-type: none"> ● develop key literacy, numeracy and comprehension skills in readiness for secondary school ● demonstrate the qualities of a successful learner with confidence ● access tools to support learning independently ● be fully organised for the day ahead
<p>Respectful</p>	<ul style="list-style-type: none"> ● use appropriate language during school day ● use appropriate language during play ● form positive relationships with adults ● form friendships with peers ● show sensitivity to their own and others needs 	<ul style="list-style-type: none"> ● follow British Values ● understand that views and ideas of all may differ and allow an open discussion ● show respect when communicating ● follow instructions in line with expectations 	<ul style="list-style-type: none"> ● demonstrate respect for all members of the community ● effectively verbalise what respectful behaviour is as well as what it looks like ● adjust behaviour according to different situations ● show kindness and good manners in any environment
<p>Safe</p>	<ul style="list-style-type: none"> ● keep themselves safe ● show awareness of the safety of others ● show an understanding of the boundaries within the school environment ● have personal awareness of themselves and who to trust 	<ul style="list-style-type: none"> ● understand and respect implemented social boundaries ● adjust unsafe behaviour according to situations ● understand the citizenship skills of personal and external safety (kind hands, communication and self-regulation) 	<ul style="list-style-type: none"> ● Show excellent listening skills in order to follow instructions from adults both at home and in school ● Assess the environment and show safe behaviours ● Act as role models for younger pupils with regards to safety around the school