

Smith's Wood Primary Academy

Character Education Policy 2026



Schools of
CHARACTER

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Introduction

At Smith's Wood Primary Academy we put Character Education at the forefront of everything that we do. We believe there is a strong link between character development and attainment. Smith's Wood Primary Academy does not limit its definition of pupil success to measurable outcomes such as examination results or attendance figures. We must include a focus on Character Education and how we can help children's 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 well-rounded individuals, ready for the challenges of life. We want Character Education to be seen throughout the school including (but not limited to); displays, lessons, assemblies and ethos.

An outstanding teacher is an outstanding 'role model'. They encourage positive feelings of self-worth in all children. We believe strongly in the important role we play in shaping our students future and through developing their character, we are increasing their chances of success in life. As such, at Smith's Wood Primary, we focus specifically on six core character value traits, voted for by staff and pupils. These character values are fundamental to everything we strive to achieve as a school and are integral to developing our pupils as the citizens of tomorrow. We hope children develop these set of character traits, attributes and behaviours as we believe that they underpin success in education and work. The key school values we look to develop are:

● **RESPECT** ● **DETERMINATION** ● **HONESTY** ● **FRIENDSHIP** ● **PERSEVERANCE** ● **RESPONSIBILITY**

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 importance at Smith's Wood, 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
- have the ability to be independent and use their initiative
- be good role models for future generations
- be co-operative, adaptable and able to work as a team

● **RESPECT** ● **DETERMINATION** ● **HONESTY** ● **FRIENDSHIP** ● **PERSEVERANCE** ● **RESPONSIBILITY**

- value diverse life-styles, cultures and faiths
- have concern for their environment

What is Character Education?

Character Education is playing an increasingly important part in education. This relates to children being given the necessary opportunities during their time at Primary school to learn key life skills for their future. This includes many different areas: having good morals; being responsible for their own actions; being independent; being well mannered; and becoming active members of society. Character Education is commonly being discussed and recognised by the Department for Education and has recently been included in the Ofsted's Framework for Education (2019).

How is Character Education included at Smith's Wood Primary Academy?

It is argued that Character Education is not only 'caught' through the ethos and values of the school, but can also be 'taught' through explicit lessons, assemblies and reflection time in addition to being sought by all stakeholders at Smith's Wood Primary Academy.

Ethos

We pride ourselves on being a school where students should be respectful, determined, honest, friendly and responsible. These are key character values we hold true. We understand the need for staff to be excellent 'role model' and to build positive relationships with students. As such, our school ethos is essential to building a positive culture in which our pupils flourish and build positive character values.

Our character values run throughout the whole-school experience and we systematically ensure it is embedded across all areas. Some examples of this are:

Lessons

Pupils are taught our school values and lessons are highly linked with the four building blocks of character as described through The Jubilee Centre for Character Education (<https://www.jubileecentre.ac.uk/527/character-education/framework>), when appropriate, teachers integrate them into their lessons across the curriculum. This ensures that students will be visiting different values across all subject areas.

Assemblies

Throughout the school year there is a consistency in terms of Character values running throughout assemblies. We have a specific value of the half-term, which we focus on in more detail throughout the half-term.

Enrichment

There are a number of clubs and trips that run which have a focus on developing the character of students.

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/sessions with staff about the importance of character education and the role that they play. Questions around Character Education will form part of the interview process for potential new staff.

How does Character Education support teaching and learning?

Character Education helps children to grow 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 Reception we believe that we are giving them the right tools when it comes to examinations in Year 6. A student must have the emotional resilience that character education develops to ensure that they succeed and are ready for the next steps.

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:

- School evaluation tool (Jubilee Centre) – Achieved School of Character Kitemark in 2018.
- Staff feedback
- Student feedback
- Increased children's knowledge and understanding
- Behaviour issues

- Attendance issues
- Through the ethos of the school
- Students work/display

Date of Last Review – January 2026

Review Frequency – 3 Years

Review Date – January 2029

Person responsible for the Policy – Nick Hobbis

Ratified by Governors –