



CYBER CHARACTER

CHALLENGE, COLLABORATION
AND CHARACTER



WISE OWL TRUST



Ofsted
Good Provider
Sept 2018

R/W/M combined 2019
71%

Progress for Writing
4.1



Ofsted
Good Provider
with Outstanding EYFS March 2019

R/W/M combined 2019
72%

Progress for Writing
3.41



Ofsted
Good Provider
Jan 2019

R/W/M combined 2019
78%

Progress for Reading
6.8

Progress for Maths
4.5



School of CHARACTER



AIMS OF THE CURRICULUM

- To overcome lack of experience by providing the opportunity to build cultural capital through a broad curriculum.
- To immerse the children in sequential learning rather than episodic teaching so the children know more and remember more.
- To make links and build knowledge schemas across the curriculum subjects to develop the long-term memory, information retention and depth of learning.
- To have a clear learning journey, underpinned by knowledge and skills, in all subjects and units of work and a clear progressive model leading to identified end points.
- To provide personalised learning that is reactive at the point of learning.
- To develop self-motivation, independence, positive attitudes and confidence.

INTENT RATIONALE

- Giving the opportunity for children to have experiences they may not have otherwise have had.
- Project work and units delivered in 'blocks' encourage deep and sustainable learning.
- Learning is underpinned by research into neuroscience because we know children can struggle to retain information and their working memories can become overloaded. Facets of knowledge are interleaved across units to allow the children to make connections and develop their long-term memory.
- Promote a refined approach to teaching incorporating a balance of skills and knowledge linked to the identified end points, from which secure assessment judgements can be made.
- Encouraging personalised and individualised learning, providing more opportunities for AFL.
- Promote the 'want' to learn and enjoyment of learning within children, developing growth mindset.



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CHARACTER EDUCATION

Teaching Character Education to give our children the character traits they will require to thrive in their future.

- Enables children to identify their own areas of strength and development, promoting the ability to self-regulate and cope with their own emotions.
- Increases employability through the building of character skills.
- Increases emotional intelligence and therefore helps children to be happy.



WOW

Teaching life skills and giving our children a toolkit upon which to draw, whether that be mentally or physically.

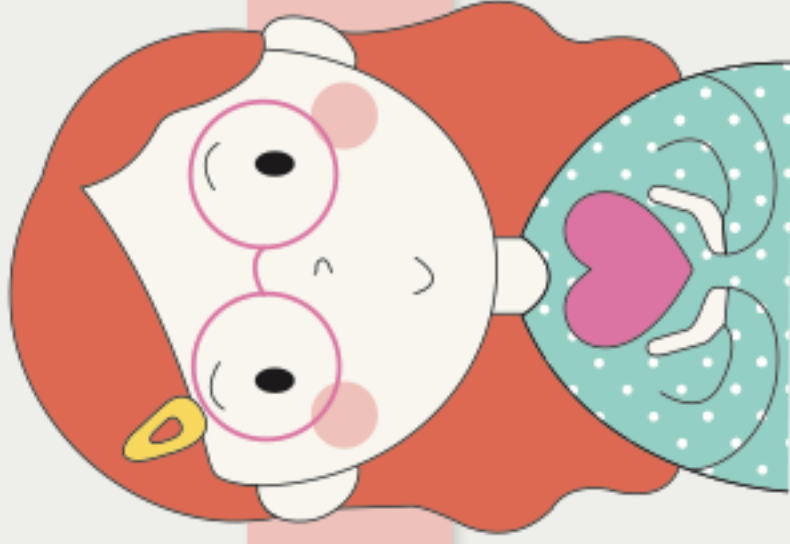
- Local contextualised issues facing our society have driven our curriculum so that our children are equipped to deal with such challenges.
- Supporting our children to be safe and respectful citizens.



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@wiseowltrust

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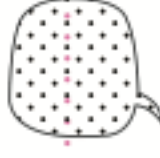




The percentage of children with access to the internet and their average weekly use

Age 3-4: 52% 9hrs per week
Age 5-7: 82% 9.5hrs per week
Age 8-11: 93% 13.5hrs per week
Age 12-15: 99% 20.5hrs per week

Year 6: 97% 21hrs+ per week



The percentage of children with their own hand held device (iPad/tablet)

Age 3-4: 19%
Age 5-7: 42%
Age 8-11: 47%
Age 12-15: 50%

Year 6: 75%

The percentage of children with their own mobile phone

Age 3-4: 1%
Age 5-7: 5%
Age 8-11: 47%
Age 12-15: 83%

Year 6: 89%



The percentage of children accessing social media

Age 8-11: 18%
Age 12-15: 69%

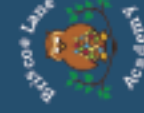
Year 6: 83%

the contexts of our schools,
the natural progression of society since the report was published

the exacerbated reliance on technology for both entertainment and social interactions brought about by the Covid-19 lockdowns.



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Creating our vision



The need for cyber character

From 'childhood we adopt standards of right and wrong that serve as guides and deterrents for our conduct'. But are these at play when exploring the, at times, seemingly boundary free world of cyber? Do our children have the ability to activate their own internal self-regulation mechanisms in order to make the right choices and act with ethical intentions? Furthermore, how can we foster a sense of satisfaction and self-worth, encouraging behaviour that refrains from such violation of internal standards?

All too often we come across the actions of an individual online that we would not recognise as having the same internal standards and character traits as the physical person stood before us. Users now have the ability to create multiple accounts, curating different material on their profiles to develop new personae. These new digital identities can align with, be a complement to, or conflict with users' real personalities³. **Today we witness more harmful behaviour online, with individuals seemingly able to live at peace with themselves.** If Bandura's explanation of an individual's self-control is diminished by dehumanising those they mistreat, then we must pose the question whether the internet offers this dehumanisation in abundance. John Suler (2016)⁴, Professor of Psychology describes the internet as offering the chance to be anonymous and therefore forgo accountability, naming this as 'Online Disinhibition Effect'; whereby users don't own their behaviours as they don't have an integrated online and offline identity.



However, one thing is certain, technology is here to stay and so it is imperative that we teach our children how to use it wisely.

moral education is most potent when lessons are taught to children in the course of real events, not just as abstract lessons.

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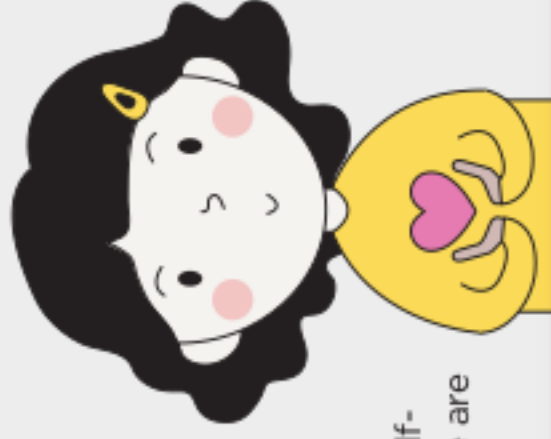


 **STOP**
 **THINK**
 **ACTION**
 **REFLECT**
 **RESPECT**

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Each workshop can be taught as a stand-alone lesson, extended into a project or block of lessons, and focuses on one of the following Character traits:



Time at the end of each lesson should be given to allow the children an opportunity to self-reflect and make judgments about their own personal strengths and growth points. There are times when it is only ourselves that can self-regulate our own actions!

Our workshop ground rules:

- **RESPECT** the viewpoints of others
- **RESPECT** confidentiality
- **RESPECT** yourself



Statutory guidance:

Relationships and Sex Education (RSE) and Health Education (Published 2019)
 National Curriculum for Computing (Published 2013)
 Keeping Children Safe in Education (2020)

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Contents



-Introduction to Wise Owl Trust
-Our Values
-Preface for teachers
-Wise Owl Trust: Facts & Figures

Workshop 1: HONESTY – Online Anonymity

- Key Information
- Intended Learning Outcome
- Character Challenge & Classroom Challenge
- My Reflection Journal
- Resources

Workshop 2: SELF-CONTROL & SELF-REGULATION – Rules & Laws

- Key Information
- Intended Learning Outcome
- Character Challenge & Classroom Challenge
- My Reflection Journal
- Resources

Workshop 3: COMPASSION – Tolling, Hate Crimes & Bullying

- Key Information
- Intended Learning Outcome
- Character Challenge & Classroom Challenge
- My Reflection Journal
- Resources

Workshop 4: WILLPOWER – Chasing the Likes

- Key Information
- Intended Learning Outcome
- Character Challenge & Classroom Challenge
- My Reflection Journal
- Resources

Workshop 5: RESILIENCE – Addition to Technology

- Key Information
- Intended Learning Outcome
- Character Challenge & Classroom Challenge
- My Reflection Journal
- Resources

Workshop 6: SELF-CONTROL & SELF-REGULATION – Online Gambling

- Key Information
- Intended Learning Outcome
- Character Challenge & Classroom Challenge
- My Reflection Journal
- Resources

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Impact from pupils and teachers



WHAT OUR TEACHERS SAY...

“ The Cyber programme has really made me think and re-assess my own personal activity online! ”

“ Working through these sessions has highlighted to me how many opportunities there are online and how to use them to best effect. ”

“ I have loved teaching this and it is so necessary to get ahead of the online culture, and support our children as the world wide web continues to grow! ”



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