

TEACHING CHARACTER

THROUGH THE PRIMARY CURRICULUM

A CROSS-CURRICULA APPROACH
TO TEACHING CHARACTER

INTRODUCTION



THE
JUBILEE CENTRE
FOR CHARACTER & VIRTUES



TEACHING CHARACTER

INTRODUCTION

Teaching Character Through the Primary Curriculum is a programme of study developed for Year 6 pupils (10-11 year olds) to aid in their transition to secondary school. This programme takes an approach of teaching character through eight different curriculum subjects; each subject focuses on one primary, and several secondary character virtues. The programme allows teachers to be flexible, and can be taught throughout an inclusive school curriculum, any time in the academic year. It is recommended that all of the lessons are taught, so pupils have an understanding of all the virtues covered. The resources have been piloted and evaluated by different primary schools to ensure that they can be successfully administered within a primary school setting.

THE PROGRAMME FOLLOWS A SET OF COMMON PUPIL OUTCOMES LISTED BELOW;

- To develop pupils' virtue literacy of pre-selected virtues, and reflect on how these virtues affect their everyday lives, particularly during the transition from Year 6 to Year 7.
- To understand that the practice of virtues is at times difficult, and they may sometimes have to make a wise choice between alternatives in their own lives.
- To develop phronesis (practical wisdom).

FOR EACH SUBJECT, TEACHER AND PUPIL RESOURCES ARE PROVIDED VIA WWW.JUBILEECENTRE.AC.UK/TEACHINGCHARACTERPRIMARY

- **Virtue Toolkit** – pre-lesson materials linking primary virtues to real life pupil experiences.
- **Teacher's Notes** – an explanation of the resources provided and background teacher information.
- **Lesson Plan** – an adaptable lesson plan for teachers.
- **PowerPoint** – teaching tool, referenced in the Lesson Plan, linked to the subject related primary virtue.
- **Narrative** – a narrative based around a moral exemplar, focusing on a primary virtue and several secondary virtues.
- **Pupil Activity** – a series of questions to encourage virtue literacy and reflection from the pupils.
- **Virtue Glossary** – a glossary of all the primary and secondary virtues included within the programme.

SUBJECT LESSON APPROACH:

- Teacher's Notes, Lesson Plans and PowerPoints are provided as an inspirational guide for teachers.
- Lessons should be adapted, where appropriate, to best suit individual classroom needs and should be made as creative as possible.
- Throughout the programme, different methods and processes should be used to facilitate meaningful and critical discussion and reflection on the primary and secondary virtues in use.
- Discussion and reflection must be guided by the teacher to aid pupils' understanding of when virtues complement and clash with each other, and when too much of a specific virtue can have negative consequences.
- It is important that pupils understand that the practice of virtues is at times difficult, and they may sometimes have to make a wise choice between alternatives.
- Phronesis (practical wisdom) should be encouraged amongst pupils.
- Narratives and Pupil Activities should be differentiated for individual classroom needs; paired, shared, group or guided work is encouraged where needed.
- The Virtue Glossary should be provided for pupils during the lesson as an important tool to aid understanding.

PUPIL STATEMENT OF INTENT:

- Through reflective practice, pupils will make a specific and realistic 'I WILL' target, based around the primary virtue.
- Statements of intent must be achievable and meaningful to the pupil.

THE TABLE BELOW SHOWS THE SUBJECTS, THE NARRATIVES AND VIRTUES COVERED (DEFINITIONS ARE DRAWN FROM EXISTING JUBILEE CENTRE RESOURCES):

SUBJECT (OR CURRICULUM AREA)	NARRATIVES	PRIMARY VIRTUE	DEFINITION	SECONDARY VIRTUES
ENGLISH Journalistic Writing	Courage Under Fire, John Simpson (BBC Foreign Correspondent – Reported during Tiananmen Square massacre, 1991 Gulf War, Kosovo conflict)	Courage (Moral)	Courage is having the strength and will to know what you should do even though you may be afraid.	Resilience, Ambition, Curiosity, Honesty, Integrity
PE Athletics	Olympic Spirit, Luz Long (1936 Olympic German long jumper, his main rival was Jesse Owens. Owens won gold, with Long taking silver)	Integrity (Moral)	Integrity is when you adhere to the moral principles of honesty.	Honesty, Courage, Service
SCIENCE Animals Including Humans (Medicine and Drugs)	An Ambition to Cure, Gertrude Elion (Biochemist and pharmacologist, who won 1988 Nobel Prize)	Curiosity (Intellectual)	Curiosity is when you are eager to know or learn something new.	Resilience, Ambition, Confidence, Focus
MATHS Algebra	Numbers in Focus, Emmy Noether (German Jewish mathematician known for her landmark contributions to algebra)	Focus (Intellectual)	Focus is when you pay close attention to something and block out possible distractions.	Resilience, Drive, Curiosity
HISTORY A study of a theme in British history	Inspiring a Nation, Winston Churchill (British Prime Minister during WW2)	Resilience (Performance)	Resilience is bouncing back from adversity when attempting a difficult task.	Motivation, Drive, Confidence, Integrity, Focus, Service
GEOGRAPHY Describe and understand key aspects of physical/ human geography	Driven to Make a Change, Wangari Maathai (Kenyan environmental activist)	Drive (Performance)	Drive is to move or push forward despite obstacles in your path.	Resilience, Motivation, Service
COMPUTING Coding	Codebreaker, Alan Turing (Mathematician and computer coder who broke Enigma code during WW2)	Service (Civic)	Service is working hard for a person, organisation or country. It is helping other people.	Resilience, Drive, Curiosity
PSHE / CITIZENSHIP (Volunteer/ Charity)	Local Hero – examples from the #iwill campaign (Freedom for school to pick a local hero appropriate to them)	Charity (Civic)	Charity is the voluntary giving of help to those in need.	

BACKGROUND INFORMATION

THIS PROGRAMME FOCUSES ON VIRTUES DRAWN FROM ACROSS THE FOUR CLASSIFICATIONS OF VIRTUE DESCRIBED IN THE JUBILEE CENTRE FRAMEWORK FOR CHARACTER EDUCATION IN SCHOOLS. THESE ARE DESCRIBED BELOW:

CIVIC CHARACTER VIRTUES	MORAL CHARACTER VIRTUES	PERFORMANCE CHARACTER VIRTUES	INTELLECTUAL CHARACTER VIRTUES
<p>Character virtues and skills that are necessary for engaged and responsible citizenship.</p> <p>Examples: Service, Citizenship, Volunteering.</p>	<p>Character habits that enable us to respond well to situations in any area of experience.</p> <p>Examples: Courage, Self-discipline, Compassion, Gratitude, Justice, Humility, Honesty.</p>	<p>Behavioural skills and psychological capacities that – while they can be used for both good and bad ends – enable us to put our character habits into practice.</p> <p>Examples: Resilience, Determination, Creativity.</p>	<p>Virtues that support learning, as well as to critically reflect on our own, as well as other people’s characters.</p> <p>Examples: Curiosity, Critical Thinking, Resourcefulness.</p>

PHRONESIS

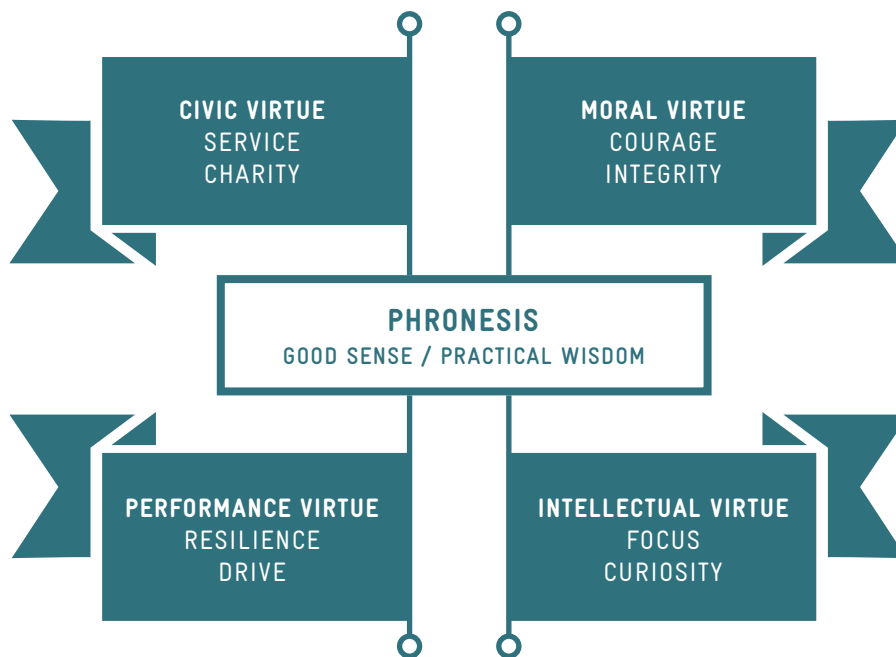
GOOD SENSE / PRACTICAL WISDOM

Knowing what to want and what not to want when the demands of two or more virtues collide. Good sense presupposes the possession of other intellectual virtues such as curiosity and critical thinking.

FLOURISHING INDIVIDUALS AND SOCIETY

The specific virtues in the programme are those prioritised by the Department for Education (<https://www.gov.uk/government/news/character-education-apply-for-2015-grant-funding>).

These are:



JUBILEE CENTRE FOR CHARACTER AND VIRTUES

The Jubilee Centre for Character and Virtues, based at the University of Birmingham, is a unique and leading centre for the examination of how character and virtues impact on individuals and society. In undertaking its own innovative research, the Jubilee Centre also seeks to partner with leading academics and educators from other universities and schools around the world. A key conviction underlying the existence of the Jubilee Centre is that the virtues that make up good character can be learnt and taught. As such, the Jubilee Centre undertakes development programmes seeking to promote the practical applications of its research evidence.

The Jubilee Centre has produced a wide range of research and resource based materials, which are all freely available on the Jubilee Centre's website. The Jubilee Centre's Knightly Virtues programme, which aims to teach character through classical stories, has been used by more than 30,000 primary school pupils across the UK. The Jubilee Centre has also developed a suite of materials to [teach character through and within secondary curriculum subjects](#), with support from the Department for Education (DfE). This programme draws on both of these interventions and focuses on teaching character through narratives linked to the primary curriculum.

Further Reading from the Jubilee Centre

[Framework for Character Education in Schools](#) - The Framework for Character Education in Schools sets out the Jubilee Centre's position on character education and calls for all schools to be explicit about how they develop the character virtues of their students.

[Primary Programme of Study](#) - This course is divided into three terms and separated into individual year groups. Each term's curriculum is divided up into sequences of lessons that address particular virtues.

[Knightly Virtues](#) - The Knightly Virtues programme explores virtues through stories. The effectiveness of the programme was tested using several rigorous research methods and all resources are available online.

[Teaching Character Through Subjects](#) - Funded by the Department for Education (DfE), the Teaching Character Through Subjects project worked across England with 29 teachers from 28 state funded schools to create an innovative resource for building character within 14 secondary subjects across the school curriculum.

[Teaching Character Through the Curriculum](#) - Teaching Character Through the Curriculum demonstrates how character might be taught through fourteen secondary school curriculum subjects providing learning and teaching activities for in the classroom.

[Schools of Character](#) - Schools of Character showcases seven schools, both private and state, which make character education a conscious part of their day to day practice through a variety of approaches.

[#iwill](#) - This publication showcases 50 inspiring 10-20 year olds who are leading fantastic social action in their communities.



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