



## Developing Character in our curriculum



## **Why do we recognise character development as part of learning at Meldreth Manor School?**

At Meldreth Manor School we aim to offer our young people bespoke and varied learning experiences that are differentiated to ensure they can access learning, develop life skills and have each small step of progress they make recognised to build toward future careers and adult life. We recognise that our student's experiences in their school years contribute to their wellbeing and success in later life and that for many of our young people they will always need ongoing support and care.

The school is committed to teaching skills for character development to ensure that all young people have the resilience to take on life's challenges, can have and achieve dreams, feel comfortable in their own skin and can advocate for themselves when it comes to the big decisions in life such as choosing where they live and what future study or jobs might look like.

### **Character development in our curriculum**

Our curriculum offers lots of opportunities for character development from library sessions where students can access preferred reading materials through to horse riding and golf, enabling students to develop a love for a subject and develop aspirations for future learning. We encourage building self-reliance and self-regulation through our sensory profiles, integrated therapies, and sensory choice activities such as riding a trike or making music in our outdoor garden. We aim to support children to take on challenges, enjoy learning and build confidence and positive attributes to become well loved and valued member of society and the wider world.

In turn we work with our staff team to empower them to take risks, be creative and have control over how they teach the curriculum to ensure they can adapt it to best suit our young people. Work collaboration is highly valued across the school, care and therapy teams to ensure we all know our young people well and can foster their individual personalities and approaches to learning.

### **Our Values**

**Ambitious**- We believe our young people deserve the best and that our role in supporting them is to provide high quality teaching and learning opportunities. Our student's happiness, mental health and aspirations for the future are paramount to everything that we do.

**Trusted**- We believe in building meaningful relationships with our young people and provide social opportunities throughout the curriculum for the building of life-long friendships, understanding bullying and attachment and keeping safe when spending time with others.

We work hard with parent's support children at home and at school and ensure their input is valued.

**Innovative-** We provide challenge throughout the curriculum and are never afraid to take risks to enable our young people to try new things and have opportunities to build their confidence and take on responsibilities. We problem solve and act quickly when problems arise and always seek to find solutions to enable our young people to maintain access to their education and what makes them happy.

**Caring-** We are dedicated to promoting in pupils: resilience, a positive learning attitude and independence. We place a huge emphasis on the importance of kindness, consideration, and good manners.

**collaborative** – We encourage our students to nurture and develop mutual respect, tolerance and teamwork- encouraging pupils to embrace diversity and value one another equally.

### **Teaching responsibility**

We encourage our students to take on tasks and roles of responsibility to build confidence in being responsible members of society, experience for work, caring for the world and helping others. In school we have:

-A nominated Eco-Ambassador

-A tree ambassador

-Recycling partners

-Food technology technician

-Food delivery team

### **Assemblies**

Our assemblies celebrate various cultural events and celebration days, giving us the opportunity to understand the stories and lives of others through activities and opportunities to lead assemblies. Our assemblies celebrate the weekly achievements of our students.

## Physical Activity

Physical activity is fostered throughout the school day, and it taught as a way of promoting self-regulation, healthy activity and social interaction. We are linked with Cambridge SEND sports teams and disability athletics club. We are supported by a local college whose sports ambassadors join us for sports events and D of E.

## Duke of Edinburgh

All post 14 students study Duke of Edinburgh and can study bronze through to silver awards, the programme enables students to pursue subjects they are passionate about, take risks outdoors and in the community, foster kindness and support others in the community and learn about healthy lifestyles and RSE themes.

## Inclusion quality Mark

As part of our IQM quality mark we run a spiral PSHE and RSE curriculum that is embedded into our curriculum pathways enabling us to focus on teaching essential life skills, bespoke skills for specific PSHE and RSE ( managing attachment, masturbation, gaming) teaching and foster an understanding of other cultures and groups inclusive of our “telling stories” topic where staff from our very diverse team share their culture through cooking, celebrations, music and activities.

## House systems

Across our school we have five houses that compete in various activities across this year enabling learning about healthy competition, group aims and winning and losing gracefully!



## **DFE Benchmarks**

A new set of “benchmarks” for schools to rate their character education against has been published by the Department for Education.

### **Learning how to Learn**

**Enthusiasm**

**Concentration**

**Curiosity**

**Self-Control**

**Creativity**

**Co-operation**

**Teamwork/Inclusiveness**

**Friendship**

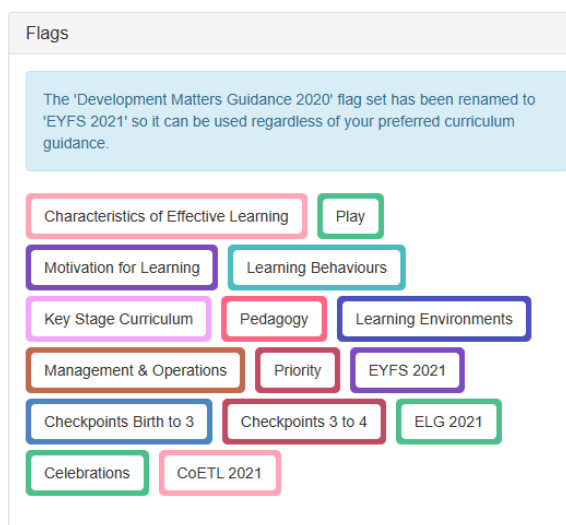
**Kindness**

**Resilience**

**Listening**

## DFE benchmark links in assessment and curriculum

The DFE benchmarks are linked to our daily assessment of students through our tapestry platform where anyone working with our young people can check off special flags alongside student subject assessments. We can track these against the impacts grid shown on the next page on a half termly basis.



The flags as seen on tapestry these break down into different areas which include, play, imagination, resilience, kindness, sharing and learning styles.

## Character teaching impact assessment

Key areas of Character/SMSC education	All Students	Specified Students
Improved <b>self-esteem</b>		
Improved resilience		
Improved <b>innovation</b>		
Increased <b>awareness of safety</b> , especially in respect to community access, using tools and ICT/ phones		
Increased <b>understanding</b> that failure leads to improvements and increased resilience, developing <b>courage</b>		
Improved <b>collaboration</b>		
<b>Caring</b> approaches to others		
<b>Reflecting</b> on behaviour with <b>respect and integrity, improved self-regulation</b>		
Improved <b>understanding</b> of making the <b>right choices</b> , the role of justice and honesty		
Developing <b>ambition</b> and a love of learning, having a preferred subject area or interest		
Appears happy in learning		
Students <b>encouraging others</b> and showing <b>compassion</b>		
Students <b>challenging</b> themselves		
Improved sense of belonging		
Develop <b>trust</b> in staff, the school community and themselves, knowing who to ask for help.		

