CHARACTER EDUCATION

	KEY QUESTION	KEY IDEAS	EVIDENCE IN ST LAWRENCE CE PRIMARY SCHOOL	NEXT STEPS
A	What kind of school are we?	• How clearly do we articulate the kind of education we aspire to provide? • How do we ensure that all members of the school community (e.g. staff, pupils, parents/carers, governing) understand and share our aims? • How effectively do we create a sense of pride, belonging and identity in our school?	• St Lawrence CE Primary School, Alton, Hampshire. • A one-form entry mixed primary school with 218 pupils aged 4-11 years. • 14% of pupils on FSM • 12% of children on SEN register • 3 EHCPs • 11% of pupils EAL • The Christian values of 'Love, Compassion & Respect' permeate throughout the school alongside the learning values of Curiosity, Aspiration, Resilience, Equality. (see information on website) • CWs revisit these values across a year • Excellent school behaviour and high academic achievement. • Children are able to articulate and demonstrate these values in school and in the community. • Children are proud of their school and are an active part of our community • House points are given and collected each week leading to a house group non- uniform day • Postcards and stickers are used to reward • All Stars Club celebrates one child from each class every week with hot chocolate and marshmallows • Roles for children include: CW Crusaders, Global Ambassador, Eco Champions, EDI Heroes, Junior Road Safety Officers, Health 7	• Continue with CWs addressing school values • Work with parents to encourage starfish sent into school to celebrate the whole child and achievements outside of school

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			Safety Inspectors, Play Leaders, House Captain, Head By & Head Girl etc. • Curriculum shared on school website: Intent, Implementation, Impact, knowledge organisers • Use of Seesaw and Tapestry • Starfish used to celebrate the whole child (achievements outside of school or acts of kindness)	
B	What are our expectations of behaviour towards each other?	• Are we clear on the importance of discipline and good behaviour in school life? How do we promote this understanding? • How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy? • How well do we promote a range of positive character traits among pupils?	• Our behaviour policy is based on our Christian values of Love, Compassion and Respect; also using the Paul Dix book "When the adults change, everything changes" so basing it on positivity rather than sanctions • Good manners and respect towards all in our school is expected – "what you permit, you promote", behaviour sheets, tracking weekly, email sent to parents • Use of house points and stickers, Collective Worship and Wellbeing focus – respect, verbal praise • Use of starfish to celebrate the whole child • Children are more aware of having a growth mindset and listening bodies • The majority show resilience in different areas • Children are mostly highly motivated, driven internally not by reward • KS2 Lead tracks behaviour and regularly updates staff on issues	• Continue to work on resilience in certain subject areas such as Maths
C	How well do our curriculum and teaching	• Is our curriculum ambitious for our pupils? • Does it teach knowledge and cultural capital which will open	• Our curriculum is knowledge-rich and humanity-rich. • Reviewed recently, the focus has been on key concepts that are revisited throughout a child's	• Complete knowledge organisers for RE (other faiths; Understanding

	develop resilience and confidence?	doors and give them confidence in wider society? • Is our curriculum logically organised and sequenced, including within subjects and taught using effective pedagogy, so pupils gain a strong sense of progress and grown in confidence?	time at St Lawrence: Transformation, Leadership, Achievement, Diversity, Conflict & Legacy; knowledge organisers • It teaches knowledge and cultural capital (see other document) giving children a much wider experience of society. • Seesaw used to upload knowledge organisers • Use of retrieval practice, KO quiz • Each subject leader has planned logical steps, organised and sequenced from year to year so that skills and knowledge show progression • Subject actions plans and policies are in place alongside the 3 Is. • Subject leader portfolios	Christianity completed) • Continue to develop Year R aspirations
D	How good is our co-curriculum?	• Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc so all pupils can both discover new interests and develop existing ones? • Do we make use of or promote local, national or international programmes or organisations (e.g. uniformed organisations, D of E, NCS etc)? • Is provision of high quality and does it challenge pupils and build expertise? • Is participation sustained over time? • Are there ample opportunities for pupils to compete, perform etc	• We encourage a wide range of activities for example: Alton School Cluster dance competitions, Sporting events, swimming gala, Vocal Festivals, Instrumental Festivals, library Dementia café, Alton art exhibition, poetry slams, Sports Day, curriculum days, Night at the Musicals, visits to Eggars and Amery Hill • Opportunity for production (Y5), Maths Challenge (Y6), family picnic at Sports Day • We have a wide range of visits and visitors planned to enhance our curriculum for all children. (See cultural capital grid) • Successes are acknowledged and celebrated in a Friday afternoon CW. (starfish) • We have children in Beavers, Cubs, Scouts, Boy's Brigade, Girls Brigade, Rainbows, Brownies, Guides.	• Continue to find ways to enhance our curriculum e.g visits, visitors, events etc by being discerning • Develop our opportunities for Outdoor Learning

		and is success acknowledged and celebrated?	• The children will go in their uniforms to the Remembrance Day Parade and we would talk about that in a CW. • Achieved our Green Flag Award (July 2025) • We have a policy of "access for all" so any FSM or PP children are helped financially if needed so that these children can join a club, learn an instrument etc. • Children in Year 4 have the opportunity to go to Runways for an activity day followed by a sleepover in the school • Children in Year 6 have the opportunity to go to Marchants Hill (PGL) on residential • Children have opportunity to take part in a Year 5 production, KS1 nativity and KS2 Christmas cantata	
E	How well do we promote the value of volunteering and service to others?	• Are age-appropriate expectations of volunteering and service to others clearly established? • Are opportunities varied, meaningful, high quality and sustained over time? • Do volunteering and service opportunities contribute to breaking down social barriers? • Are they effective in making pupils civic minded and ready to contribute to society?	• Children are encouraged to do things for others without expecting anything back e.g. 40 Acts of Lent, Random Acts of Kindness etc. • Children raise money for charities at various points in the year e.g Children in Need, Comic/Sport Relief, Harvest – raising money for footballs in Kenya, toilet twinning, Diabetes Day, backpacks for Ukraine • Use of pupil voice for supporting charities • We are a collection point for Alton Food Bank • PTA café using Fair Trade products • Global Ambassadors organise Fair Trade Fortnight annually • Children regularly visit Library Club, Dementia Café and take part in Hearts for Homes in Collective Worship	• Continue with our intergenerational links • Look at ways of linking with a child overseas through the charity "Compassion" • Look at writing to the Council about Alton becoming a Fair Trade Town

			• Litter pick packs created by Global Ambassadors & Eco Champions for families to book out • We have sent resources to Ghana via the charity "Compassion"	
F	How do we ensure that all our pupils benefit equally from what we offer?	• Do we understand and reduce barriers to participation (e.g. cost, timing, location, logistics, confidence, parental support etc?) • Do we enable young people from all backgrounds to feel as if they belong and are valued? • Is our provision, including our co-curricular provision, appropriately tailored both to suit and to challenge the pupils we serve?	• Equality is one of our school learning values • We make sure that there is no barrier to participation in school trips, visitors, residentials etc for any child. • All children are loved and cared for regardless of background, family situation, faith etc. • RE trips to Jewish synagogue, Hindu temple, church and a mosque are all funded by the Parish of the Resurrection for all children • We have a diverse catchment area and therefore our co-curriculum is appropriately tailored for all our children whilst offering challenge at the same time. • Support and challenge • Work with EMTAS for EAL parents and children • Positive parent-staff relationships • Staff are clear of class groups • Breakfast Club and After School Club are offered free for some children • Financial support offered for residentials and school trips • Visit to Winchester Cathedral	• Continue to ensure that all children receive the same opportunities through budgeting thoughtfully.