



## Subject Rationale Character Development

### Our vision for Character Development

The aim of the character development programme at Abram Bryn Gates is for children to develop as independent learners, and also into confident young people who are prepared for the next challenge in their lives, such as moving on to high school

### Content

We have adopted the LORIC teaching resources from Pixl to form the basic structure of character development. The resources provide a progressive suite of sessions and plans to support the teaching of five key attributes: Leadership, Organization, Resilience, Initiative and Communication. Each attribute has been broken down into key characteristics that are progressively developed throughout each phase. Each characteristic has its own character for the children to identify with:

- Laura Leadership
- Olly Organisation
- Raj Resilience
- Izzy Initiative
- Charlie Communication
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Together they form the group referred to as The LORIC Family.

The resources have been tailored to fit the needs of the school and have been adapted to follow the school's curriculum plan, with the LORIC family characters introduced in Reception Class where activities are integrated in the EYFS curriculum with reference to The Primary Edge support materials and the schools Character Development progression grid. The characteristics are covered following a two-year cycle in KS1, Lower KS2 and Upper KS2. (see Curriculum Overview).

Character development has a significant part to play in the curriculum at Abram Bryn Gates and goes well beyond the teaching sessions provided in the suite of resources, permeating through all aspects of school life, but with obvious strong links in assemblies, to PSHE and British Values with The LORIC Family teaching sessions, characters, and supporting classroom displays providing common terms of reference for discussion and identification of characteristics and character development.

### Inclusion

At Abram Bryn Gates, we ensure that each individual is able to access the curriculum as fully as possible and have high expectations of all. Tasks are adapted or additional support is given as appropriate.

## **Opportunities & Resources**

Children are given opportunities to discuss issues and are taught to express their views whilst always being respectful of the views of others.

When possible, opportunities are offered to extend knowledge through involvement with visitors or trips.

## **Assessment**

Children's developing skills are tracked on an individual LORIC record sheet which sets out age appropriate objectives for each attribute and allows space to record examples of children's achievements in each characteristic.

Key learning points are re-enforced as appropriate by teachers and teaching assistance in work linked to other curriculum areas and in the day-to-day life of the school. Time has been allocated at the end of the two-year cycle for teachers to provide additional lessons linked to character attributes that they assess to need revision or further strengthening.

## **Monitoring**

Following an action plan being completed, the Character Development lead will work to carry out the tasks; book monitoring, auditing, pupil voice, teacher feedback and observations. The feedback will be shared with colleagues, including what is working well, areas to consider and next steps – this will then be reviewed and will feed into the following academic year's action plan.