

# Eastfield Primary School Character Education Progression Map



At Eastfield Primary School, our curriculum has been designed as a response to what we already know about our pupils. Our curriculum aims to build on what has previously been taught and learned to ensure that academic achievement, physical and mental well-being, growth of character and personal development are intrinsically linked for the purpose of equipping our pupils with firm foundations of the requisite knowledge, skill and strength of character needed to be successful in life. Our 'SMART' Values are set out to drive the curriculum and provide all stakeholders with explicit understanding of the school's vision in securing quality of education for all pupils. The HCAT signature and its five strategic pillars, underpin the core values for all stakeholders in our community and our SMART values harness all the core values for pupils.

## **S – Social**

A pupil who is social is **confident**, able to use their **initiative** and act both **independently** and alongside others to **embrace diversity**, take advantage of opportunity and navigate **adversity** to the best of their ability. We recognise that social skills vary from one individual to another. Eastfield promotes its pupils to be social by providing planned opportunities for pupils to interact socially, chances to find and develop their own interests and feel part of a community, as well as being recognised as an individual. As well as developing basic skills such as sharing, turn-taking, manners, **patience**, understanding diversity and celebrating difference, our commitment to pupil **leadership** at a range of levels will lead to pupils recognising and acting upon the power they have, to make a positive difference to their community. Pupils will develop initiative and independence whilst fostering **self-belief**, in order to build **social intelligence** and demonstrate **humanity**.

## **M – Motivated**

Knowing ourselves is true **wisdom**. A pupil who has a better understanding of themselves is more likely to feel empowered and build on areas of strength as well as reflect on where improvements can be made. This ability to **self-reflect** contributes effectively to **strong mental well-being**. Being **motivated** or **empowered** to make significant changes for a more positive outcome is at its best when motivation is intrinsic and not reliant on external factors such as rewards or necessity. At Eastfield, creating the right community is the most important part of promoting **determination**, **courage** and **perseverance**, all of which are needed to demonstrate motivation by being **curious**, **creative** and **open-minded**. We believe getting to know the interests of pupils and harnessing these interests are key to success, as well as promoting pupil **responsibility**, **collaborative working**, enrichment opportunities and encouraging pupils to **take risks** whilst providing the right amount of support.

## **A – Ambitious**

Being **ambitious**, no matter how big or small, is important to recognise in order to unlock a child's potential. Ambition at Eastfield is celebrated across the curriculum; it contributes to pupil's mental well-being and is an important factor in developing and maintaining pupils' self-motivation and ambition. Achievement is at its highest when clear expectations are set and goals are high but meet the specific needs of the individual. Across the school, staff promote resilience, **enthusiasm** and **risk-taking** in order to create the right conditions to achieve. Understanding that we all have a part to play in society, and that no dream is too big promotes a stronger understanding of **social responsibility**.

## **R – Resilient**

**Restorative Practice** is at the heart of our curriculum and a reason for enabling our pupils to be **successful learners**. A restorative school is one, which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those **responsible**, and for those responsible to acknowledge this impact and take steps to put it right. By being a restorative community, we believe that pupils are equipped to **self-manage** their behaviours. Pupils will learn about the importance of **justice**, **compassion** and **honesty** and the difference between punitive **justice** and restorative justice by being involved in the process of **resolving conflict**. In a restorative community, pupils will also develop **resilience**, **mutual respect**, **empathy**, **consideration**, **emotional intelligence**, and taking **responsibility**. They will also need to draw on their **courage** and **bravery** to demonstrate their resilience.

## **T – Thoughtful**

Creating a thoughtful child needs support from the community. A person's character traits are not developed in isolation, but within and by the communities to which he or she belongs. At Eastfield regular opportunities are identified for pupils to **work collaboratively**, both inside and outside of the classroom, with the intent of developing **thoughtfulness** through learning about and practicing **respect**, **humility**, **gratitude** and **positivity**. **Team** or group **work** in a classroom teaches pupils the fundamental skills associated with working as a collective unit toward a common goal. This type of teamwork introduces a variety of skills that will be valuable for pupils later in the workplace, such as **communication**, **compromise**, **moderation** and collective effort. It will also help pupils to be tolerant of others in our increasingly **diverse** society.

AT EASTFIELD WE  
WANT YOU TO BE  
**S M A R T**

SOCIAL

MOTIVATED

AMBITIOUS

RESILIENT

THOUGHTFUL

## Character Education across the school...

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1- Social</b>	Children will practise <b>independence</b> and <b>confidence</b> as they start school. They will develop turn taking skills, manners and <b>patience</b> as they become more familiar with expectations within the setting. Children will form new friendships and develop communication skills during group activities and free-flow play.	Children will practise <b>independence</b> and <b>confidence</b> as they make the transition from EYFS. They will become familiar with the different daily routines, have their own desk to sit at, use their initiative to keep it tidy, and begin to work more independently within whole class activities and learning. Pupils will take on monitor roles in the classroom to develop their <b>leadership</b> skills. They will partake in the KS1 phase assemblies and build awareness of the <b>KS1 community</b> .	Children will continue to build their <b>social</b> skills by working together to develop a class learning charter in Jigsaw lessons. They will welcome the new year 1 pupils into KS1 and set good examples of behaviour, manners and support in the phase assembly. They will develop their self-belief and <b>independence</b> in taking on more weekly homework activities.	Children will be <b>confident</b> and <b>independent</b> enough to transition up to the LKS2 corridor. They will take on more <b>responsibility</b> with the new expectations of homework, spelling and times table practice at home in KS2. They will be given <b>leadership</b> opportunities within the classroom and around the school in the form of digital leaders, restorative rangers and school councillors. They will develop <b>patience</b> through the practise of cutting skills in the creation of a silhouette picture.	Children will be <b>confident</b> of the routines and expectations of the LKS2 phase. They will begin to use their <b>initiative</b> in the classroom routines. They will know what is expected and will be more <b>independent</b> in completing tasks and. They will be given <b>leadership</b> opportunities within the classroom. Through jigsaw they will learn about their own qualities and how they contribute to part of the team. This will be used to foster their own <b>self- belief</b> .	Children will begin the year having support in the area of <b>independence</b> in order to get them ready for a new academic year. They will take on new <b>responsibilities</b> with changing expectations of homework and spelling as they have moved up the school. Children will be taught about the importance of <b>self-belief</b> through JIGSAW, daily circles and assemblies.	As the children enter their final year of primary school, they will draw on all their skills, knowledge and understanding to be confident and have <b>self-belief</b> . They will use their <b>initiative</b> much more during lesson times to challenge themselves and move their learning forward. Children in Year 6 will set the standards to promote all the SMART values across the academic year. During Autumn 1, Y6 will have the opportunity to attend the residential at Robinwood to enhance their <b>social</b> skills too.
<b>Autumn 2- Motivated</b>	Children will develop <b>curiosity</b> as they continue to experience new routines settling into school. They will improve their <b>perseverance</b> skills as they continue to develop as independent learners by <b>overcoming challenges</b> they may face. Children will develop their <b>determination, courage</b> and <b>confidence</b> when practising their Christmas play and then performing to parents.	Children will continue to develop <b>curiosity</b> as they experience more new learning routines settling into year 1. They will improve their <b>perseverance</b> skills as they continue to develop as <b>independent</b> learners by overcoming challenges they may face. Children will begin to work <b>collaboratively</b> on the Enterprise initiative, making and selling bird feeders at the Christmas Fair. They will develop a sense of <b>responsibility</b> and <b>pride</b> in striving for a successful outcome.	Children will work <b>collaboratively</b> and become <b>empowered</b> to share joy within the <b>community</b> through the carol singing fundraiser event. They will show <b>determination</b> and <b>perseverance</b> when designing and creating their functioning Christmas cards and they will learn about the importance of developing a <b>strong mental well-being</b> and standing up for themselves and others in the Jigsaw lessons.	Children will <b>motivate</b> themselves to explore and share ways of leading a more sustainable life by reusing and recycling. They will <b>self-reflect</b> on their <b>own differences</b> and celebrate these <b>collaboratively</b> in their Jigsaw lessons. They will show <b>determination, courage</b> and <b>perseverance</b> , in using chosen ingredients and equipment to create a salad. They will develop <b>responsibility</b> and <b>collaborative working</b> in sharing the equipment between their group. They will take risks but will be supported by each other as well as the teacher. The farm trip will enable children to be <b>curious</b> and to <b>work collaboratively</b> with each	Children will develop a greater understanding of their strengths will build on these. To learning to play a musical instrument they will need <b>perseverance</b> and <b>determination</b> to overcome any difficulties. They will also need to take <b>responsibility</b> for the care of these expensive and delicate instruments. Courage will also be promoted in the learning of a dance. They will be encouraged to be <b>creative</b> and to <b>take risks</b> when developing their own ideas for the dance. They will also need to work <b>collaboratively</b> with others.	Children will work <b>collaboratively</b> to create a rap with the help of the Beats Bus this half term; they will use <b>courage</b> and <b>determination</b> to help plan and then perform their song at Hessele Foreshore. Children will <b>motivate</b> themselves to explore and share ways of leading a more sustainable life by reusing and recycling. They will <b>self-reflect</b> on their own differences and celebrate these collaboratively in their Jigsaw lessons. Children will be <b>motivated</b> and work creatively when planning, designing and creating wrapping paper – they will advertise and sell this printing at the Christmas Fair.	In this half term, children will continue to develop their <b>curiosity</b> as they study WW2 further. They will be <b>self-motivated</b> to extend their learning across all curriculum areas, determining their own lines of enquiry. Pupils will be <b>motivated</b> to meet or exceed End of KS2 standards in preparation for secondary school.

				other in the learning activities.			
<b>Spring-Ambitious</b>	Children will develop their understanding of being <b>ambitious</b> through the Jigsaw 'Dreams & Goals' unit where the focus involves tackling a new challenge and celebrating their successes. Children will be encouraged to foster <b>self-motivation</b> as they start to become more independent in taking <b>responsibility</b> for more structured work during challenge time. Children will show <b>social responsibility</b> during their Global Enterprise project. Children will be encouraged to <b>take risks</b> this term as they become more <b>confident</b> and comfortable in the provision and abilities to produce more work in all areas of learning.	Children will develop their understanding of being <b>ambitious</b> through the Jigsaw 'Dreams & Goals' unit where the focus involves tackling a new challenge and celebrating their successes. They will be encouraged to foster <b>self-motivation, drive</b> and <b>ambition</b> as they learn how to sew while designing and producing a toy puppet and learn how to <b>overcome challenges</b> they may face. Children will show <b>social responsibility</b> during their Global Enterprise project- recycling toys and they will celebrate their achievements.	Children will continue to build their awareness of the importance of being <b>ambitious</b> . They will explore this virtue through the Jigsaw unit by identifying and sharing their own dreams, goals and successes. They will have the opportunity to hone their <b>social responsibilities</b> by having a part to play in society through their 'Fire Awareness' Global Enterprise campaign. In addition, they will use <b>enthusiasm</b> when they design and prepare a healthy sandwich which will reflect a healthy diet and generally aid well-being.	Children will explore their own <b>ambitions</b> in the Jigsaw dreams and goals unit, they will focus on <b>overcoming challenges</b> and setting goals. Children will have the opportunity to take on more complex <b>social responsibilities</b> within the school community and will learn how to apply for these roles.	Children will be encouraged to reflect on their personal learning and extra- curricular hobbies, they will <b>set goals</b> based on these things for the rest of the term and regularly refer back to them. Through jigsaw they will learn about people have achieved their goals and the obstacles they had to overcome to achieve them. They will think about the characteristics they will need to achieve their goals. They will listen to each other's <b>ambitions</b> and encourage each other to believe in themselves.	Children will use ambition and <b>enthusiasm</b> to begin to plan a Mayan dance performance for their families allowing for wider socialisation in our school community. Children will enjoy a Chocolate Workshop where they will work together in a widely cross curricular approach, unlocking potential and acting upon their strengths. In addition, they will take part in Sam's Safari where they learn all about creatures and creepy crawlies – an activity to promote a love of learning and to aid <b>well-being</b> .	Children will explore <b>ambition</b> through the Jigsaw unit 'Dreams and Goals'. They will begin to consider their future and move to secondary school and how they can set small steps to achieve a bigger end target. Academically, children will identify next steps in their learning to help them move forward and be ambitious in achieving their <b>personal goals</b> . Pupils will set ambitious academic targets for themselves and aim to achieve as high as possible.
<b>Summer 1-Resilient</b>	Children will have many challenges to overcome in the coming months such as learning to put on and take off their own coats, holding a pencil in order to form letters, learning to read through phonics... learning new skills will take a great deal of resilience when being set new challenges that they've not faced before. Children will be learning what resilience looks like as we discuss previous obstacles, they have overcome during their time in EYFS. They will learn to talk about what they have learnt and how they managed to achieve and accomplish something after bouncing back from difficulties using <b>restorative</b> circles and achievement assemblies.	Children will develop their skills and understanding of what it means to be <b>resilient, courageous, and brave</b> whilst studying Grace Darling. They will begin to use restorative practice more <b>independently</b> by showing <b>courage</b> and <b>consideration</b> when <b>resolving conflict</b> with others. Children will care for and consider one another on the visit to Bridlington and demonstrate their resilience and <b>independence</b> that will be required, to take part in the day's activities.	Children will build on their understanding of <b>courage, bravery</b> and <b>resilience</b> through their study of Amy Johnson and her achievements. They will develop their own skills by taking <b>responsibility</b> for <b>self-managing</b> their behaviour towards others and by being <b>brave</b> in addressing and <b>resolving any conflicts</b> whilst working together in the Making Music unit in computing as well as during playtimes. Children will demonstrate <b>mutual respect</b> for others when taking part in auditions for the Year 2 performance.	Children will develop their <b>resilience</b> skills by taking <b>responsibility</b> for their part in the music rehearsals and performance of 'Carmen'. On Sports Day and during practise, the children will <b>self-manage</b> their own feelings and will share and enjoy each other's successes. Children will continue to use their own <b>courage</b> and <b>bravery</b> when acting <b>restoratively</b> to <b>resolve conflict</b> .	Children will practise for the music concert and will learn that they can <b>overcome mistakes</b> and be proud of their achievements and those of others. Children will be encouraged to show <b>mutual respect</b> during the performance. After the concert, they will reflect on their <b>bravery</b> and <b>courage</b> after the performance and will discuss how they feel it went during a circle. They will think about the positive feelings and rewards it gave them to learn something brand new. The children that stood out during the concert for presenting excellent <b>resilience</b> will be chosen to participate in the green car project. They will apply for the role based on the attributes that they believe they have. These will be further	Children will develop their <b>empathy</b> skills by putting themselves in the shoes of an astronaut as they learn about life in space; this is complemented by a visit from the Planetarium. On Sports Day, the children will practise <b>self-managing</b> their individual feelings and enjoying all round successes. Children will also develop their skills in <b>courage</b> and <b>bravery</b> as they take part in a Pet <b>Respect</b> workshop.	Children will have to show <b>resilience</b> during the SATS testing week, drawing on their <b>self-belief, courage</b> and <b>consideration</b> of others to support one another. Pupils will use the <b>resilience</b> they have built in facing the challenge of transitioning to secondary school.

		They will also continue to build their levels of <b>mutual respect</b> and <b>empathy</b> for others during sports day activities.			nurtured throughout the project.		
<b>Summer 2- Thoughtful</b>	Children will be learning all about growth and life cycles this term. They will take part in planting their own seeds and learn how to look after these to ensure they blossom and grow. We will be talking about what it means to be <b>thoughtful</b> about living things and we how we need to be thoughtful of the environment, and each other.	Children will put into practice their <b>respect</b> and <b>thoughtfulness</b> towards others through the RE unit 'What Makes Us Special' They will learn to <b>work collaboratively</b> and improve their <b>communication</b> skills whilst preparing for the seaside exhibition.	Children will build on their understanding of <b>respect</b> and <b>tolerance</b> of others' beliefs during the RE unit 'How do people demonstrate their beliefs?'. They will <b>work collaboratively</b> when preparing for the Year 2 performance and they will demonstrate <b>positivity</b> in <b>reflecting</b> on their achievements across all areas of the curriculum.	Children will explore and think about different religious celebrations, <b>respecting</b> each other's ideas and beliefs. They will <b>work collaboratively</b> when creating mosaics and block printing. They will show <b>respect and humility</b> when talking about the changes to their bodies in JIGSAW lessons	Children will need to <b>work collaboratively</b> to successfully plan out and record scenes for the play. They will need to <b>communicate</b> well, and <b>compromise</b> when there is a difference in opinion. They will also need these collaborative skills to successfully design and make a working shaduf with their team. They will use their experiences from the spring performance to show <b>empathy</b> for others in the performance at The City Hall.	Children will <b>work collaboratively</b> this half term as they build towards the end of the year. During class time, they will focus on <b>gratitude</b> thinking about what they are grateful for and what they are hopeful for next year. Children will focus on <b>communication</b> and expressing how they feel at this point of the year through their JIGSAW unit.	Children will need to show <b>thoughtfulness</b> during the rehearsals and performances of the end of year production. As they prepare to move on to their next chapter in their education, the children will <b>reflect</b> on what they have <b>been grateful</b> for during their time at Eastfield. They will also participate in an end of year awards ceremony.

## Extra-Curricular Clubs

		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Extra-Curricular Clubs</b>		<ul style="list-style-type: none"> <li>• IPAD club</li> <li>• First Steps Badminton Club</li> <li>• School Council Club</li> <li>• Rugby Club</li> </ul>	<ul style="list-style-type: none"> <li>• IPAD club</li> <li>• School Council Club</li> <li>• Digital Leaders Club</li> <li>• Athletics Club</li> <li>• Badminton Club</li> <li>• Table Tennis Club</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• IPAD club</li> <li>• Girls Football</li> <li>• Boys Football</li> <li>• Athletics Club</li> <li>• Table Tennis Club</li> <li>• Badminton Club</li> <li>• School Council Club</li> <li>• Digital Leaders Club</li> </ul>	<ul style="list-style-type: none"> <li>• School Council Club</li> <li>• Digital Leaders Club</li> <li>• Athletics Club</li> <li>• Badminton Club</li> <li>• Boys football</li> <li>• Girls football</li> <li>• IPAD Club</li> <li>• Table Tennis Club</li> </ul>	<ul style="list-style-type: none"> <li>• School Council Club</li> <li>• Digital Leaders Club</li> <li>• Boys football</li> <li>• Girls Football</li> <li>• Athletics Club</li> <li>• Badminton Club</li> <li>• Table Tennis Club</li> <li>• Gymnastics Club</li> <li>• Netball Club</li> <li>• Got2Dance Club</li> <li>• Rounders Club</li> <li>• Friday Bingo Club</li> <li>• Ipad Club</li> </ul>	<ul style="list-style-type: none"> <li>• School Council Club</li> <li>• Digital Leaders Club</li> <li>• Boys Football</li> <li>• Girls Football</li> <li>• Athletics Club</li> <li>• IPAD Club</li> <li>• Badminton Club</li> <li>• Table Tennis Club</li> <li>• Gymnastics Club</li> </ul>
<b>Outdoor and adventure activities</b>	Children across the whole school will develop their initiative and independence when completing tasks in OOA in the Summer term. This PE unit requires the children to share, take turns and have patience. These characteristics will allow children to build on their existing teamwork and communication skills. Cracking codes and finding clues can only happen if children display determination and perseverance. Some of the tasks set will be out of the child's comfort zone so they will have to take risks and demonstrate courage, bravery and resilience in order to achieve them.						

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Charity and community</b>	<p><b>Autumn</b> – Family to be invited into school to share the Xmas Performance</p> <p><b>Spring</b> – Children to take part in acting alongside the National Theatre Company, retelling Traditional Tales.</p> <p><b>Sum</b> - Visit a farm to look at animals and think about life cycles. Having caterpillars and chick eggs to support the learning of life cycles.</p>	<p><b>Aut</b> – Harvest Festival – Local Church and a local charity to share food donations. Parents and family member to be invited into school to share the Christmas Performance.</p> <p>Enterprise on recycled clothes – children to learn about recycling and reuse.</p> <p><b>Spr</b> – Perform songs to parents about toys.</p> <p><b>Sum</b> - Parents and family member to be invited into school to view the Grace Darling exhibition.</p>	<p><b>Aut</b> – Harvest Festival – Local Church and a local charity to share food donations. Enterprise on recycled clothes – children to learn about recycling and reuse.</p> <p><b>Spr</b> – Linked to the Enterprise we will create posters promoting fire safety awareness to be displayed in local shops.</p> <p><b>Sum</b> -Performance to Parents</p>	<p><b>Aut</b>- Farm trip to Densholme Farm</p> <p><b>Spr</b>- none</p> <p><b>Sum</b>- Perform Music to the wider community to parents.</p>	<p><b>Aut</b> – Harvest Festival – Local Church and a local charity to share food donations. Making bags to share with the local community at the Xmas Fair</p> <p><b>Spr</b> – Perform Anglo- Saxon dance to parents.</p> <p><b>Sum</b> – Perform strings concert to parents and wider community at the City Hall/Bonus Arena</p>	<p><b>Aut</b> – create product to sell at the Xmas Fair, raise money to help a charity, artist visit William Wilberforce workshop with heritage learning and statue visit. Harvest Festival – Local Church and a local charity to share food donations.</p> <p><b>Sum</b> - Pet Respect Workshop, (guide dogs) - children bring in donations.</p>	<p><b>Aut</b> – Sell small products at the Xmas Fair. Share food donations with a local charity. Ww2 showcase event.</p> <p><b>Spr</b> – Linked to Enterprise, the children will campaign on Environmental issues.</p> <p><b>Sum</b> - Y6 Production/Leavers’ Presentation. Linked to enterprise we will campaign on environmental issues including designing and running a ‘Go Green’ day for all school pupils and the community.</p>
<b>Public Speaking</b>	<p>Children will take part in public speaking on many occasions throughout EYFS. They will begin to gain their confidence of public speaking when they complete ‘show and tell’ time. They will be having daily circles and gain confidence and fluency of speech through these. We will be encouraging children to stand up in front of their class to celebrate their achievements and to explain how they have reached their goals. The children will be taking part in a Christmas performance whereby many children will be expected to perform to a large audience.</p>	<p>With support, children will stand up at the start of the year and explain why they would like to be elected to be a school councillor.</p>	<p>Children will stand up at the start of the year and explain why they would like to be elected to be a school councillor. The successful candidates will feedback to the class regularly about meetings and what they have entailed.</p>	<p>Children will stand up at the start of the year and explain why they would like to be elected to be a school councillor. With support, children could write a small speech to say what they would bring to their class as a school councillor.</p>	<p>Children will present to the class why they would like to be elected to be a school councillor. The successful candidates will feedback to the class regularly about meetings and what they have entailed.</p>	<p>Children will present a dance performance to the parents in Spring. Also, children who wish to be a school councillor will write a speech to explain why they would be great for the role. They will then present this to the class. Children will have mixed opportunities to work in a group and to feedback to the class what research they have collated.</p>	<p>Children who wish to be a school councillor will independently write a speech to explain why they would be great for the role. They will then present this to the class and feedback independently and regularly about meetings. Pupils will have opportunities to speak during the end of year play.</p>

<p><b>Leadership</b></p>	<p>In the foundation stage, children will be given opportunities to develop their leadership skills by taking turns at completing daily tasks for the whole class. They will have a turn at being the weather reporter, the number counter and writing down how many children we have in our class and what they are doing for lunch. Children will be given responsibility for certain areas within the classroom to ensure tidiness is monitored.</p>	<p>In year 1, children will be given the opportunity to look after the classroom and take charge of the smooth running of the day. Children will take turns to be bottle monitors, door monitors, book area monitors and circle monitors.</p>	<p>In year 2, children will continue looking after the classroom and will also have the chance to be school library house point monitors. The children will also have the chance to be playground buddies, ensuring everyone has someone to play with.</p>	<p>In year 3, children will lead assemblies for digital leadership and looking after the environment. They will continue to look after their own classroom and contribute to the smooth running of the LKS2 corridor.</p> <p>Children are given the opportunity to become a Restorative Ranger and help resolve playground conflict.</p> <p>Children are given the opportunity to become a Digital Leader.</p>	<p>In year 4, children will have the opportunity to become a Restorative Ranger and help with Restorative Practice across the school. They will lead the year 3 children as they are now the oldest in the LKS2 corridor.</p> <p>Children are given the opportunity to become a Digital Leader.</p>	<p>In year 5, children will have the opportunity to become a Restorative Ranger and help with Restorative Practice across the school. They can apply to be a School library monitor using an application form and have an interview for the role.</p> <p>Children are given the opportunity to become a Digital Leader.</p>	<p>In year 6, children will have the opportunity to become a Restorative Ranger and help with Restorative Practice across the school, leading the younger Restorative Rangers across the school. They can apply to be an office monitor by completing an application form. They can also lead the school library monitors by applying for the role. The children will also take part in an election to become a house captain</p> <p>Children are given the opportunity to become a Digital Leader.</p>
<p><b>Restorative Practice</b></p>	<p>Join in and listen in class circles.</p> <p>Learn about feelings and how they affect us and give examples of times they have felt them. With a focus on; happy, sad, worried, tired and excited.</p> <p>Learn how to take part in a problem solving to resolve things when they have gone wrong.</p>	<p>Take part in daily feelings and class circles.</p> <p>Expand their feelings vocabulary.</p> <p>Learn about Restorative Practice – What it is and why we use it.</p> <p>Begin to learn basic Restorative language and restorative questions.</p> <p>Take part in a problem solving circle to resolve conflict if things have gone wrong.</p>	<p>Take part in daily feelings and class circles.</p> <p>Learn how their actions can affect others.</p> <p>Use restorative language to their peers.</p> <p>Take part in a problem solving circle to resolve conflict if things have gone wrong.</p>	<p>Take part in daily feelings and class circles.</p> <p>Learn about affective statements and how to use them for both positive and negative situations.</p> <p>Use Restorative language confidently to their peers</p> <p>Take part in a problem solving circle to resolve conflict with adult support and begin to understand what they need to do to put things right when things have gone wrong.</p> <p>Children are given the opportunity to become a Restorative Ranger and help resolve playground conflict.</p>	<p>Take part in daily feelings and class circles.</p> <p>Use affective statements and restorative language confidently.</p> <p>Take part in a problem solving circle to resolve conflict with adult support and begin to understand what they need to do to put things right when things have gone wrong.</p> <p>Extra responsibilities and leadership - Have the chance at becoming a Restorative Ranger and help with Restorative Practice across the school.</p> <p>Children are given the opportunity to become a Restorative Ranger and help resolve playground conflict.</p>	<p>Take part in daily feelings and class circles.</p> <p>Use affective statements and restorative language confidently.</p> <p>Learn how to hold their own Restorative problem solving circles to resolve conflict with adult support and know what they need to do to put things right.</p> <p>Extra responsibilities and leadership- Have the chance at becoming a Restorative Ranger and help with Restorative Practice across the school.</p> <p>Children are given the opportunity to become a Restorative Ranger and help resolve playground conflict.</p>	<p>Take part in daily feelings and class circles.</p> <p>Use affective statements and language confidently.</p> <p>Hold their own Restorative problem solving circles to resolve conflict without adult support and know what they need to do to put things right.</p> <p>Extra responsibilities and leadership - Have the chance at becoming a Restorative Ranger and help with Restorative Practice across the school.</p> <p>Children are given the opportunity to become a Restorative Ranger and help resolve playground conflict.</p>

<b>Wider experience s</b>	<p><b>Aut</b> – £5 blossom Visit to the local park- looking at the local environment and providing opportunities to explore their world around them.</p> <p>Spr 1- Chicks experience</p> <p><b>Spr 2</b> The children will take part in acting along with Nation Theatre Company – re-telling traditional tales</p> <p><b>Sum</b> – The children will visit a farm</p>	<p><b>Aut</b> – £5 blossom Visit Yorkshire Wildlife Park</p> <p><b>Spr</b> – Old Toys workshop</p> <p><b>Sum</b> - Visit Bridlington.</p>	<p><b>Aut</b> – £5 blossom Visit to Humber Forest School and Hull city centre</p> <p><b>Spr</b>- Living History Day- Great Fire of London</p> <p><b>Sum</b> – End of year performance</p>	<p><b>Aut</b>- £5 blossom East Hull Community Farm</p> <p><b>Spr</b>-</p> <p><b>Sum</b>- <b>Performance of Carmen to parents.</b></p>	<p><b>Aut</b>- £5 blossom, visitor in to discuss Hindu weddings.</p> <p><b>Spr</b> – trip to Jorvik centre and Dig to link with our Viking history unit. Lab Rascals visit</p> <p><b>Sum</b> – Perform strings concert at Bonus Arens</p>	<p><b>Aut</b> - £5 blossom. William Wilberforce heritage learning and statue visit.</p> <p><b>Spr</b> -Sam Safari, Chocolate Workshop</p> <p><b>Sum</b> - Pet Respect Workshop, Planetarium</p>	<p><b>Aut</b> – Robinwood residential and National Holocaust museum workshop. £5 blossom</p> <p><b>Spr</b> – Hinduism Workshop</p> <p><b>Sum</b> – End of year production and primary school awards ceremony</p>
<b>Character Education Focus related to Key Texts</b>	<p><b>Autumn</b> – The Colour Monster – <i>Independence/resilience</i></p> <p>Stick Man- <i>Gratitude, respect</i></p>	<p><b>Autumn</b> - Rainbow fish - <i>Kindness, bravery</i></p> <p>Gruffalo’s Child- <i>curiosity, determination</i></p> <p>Owl Babies- <i>Courage, positivity</i></p> <p>All afloat on Noah’s Boat- <i>Humour, zest, positivity</i></p>	<p><b>Autumn</b> – Town Mouse Country Mouse- <i>Gratitude, justice, respect.</i></p> <p>Hansel and Gretel- <i>Honesty, initiative, positivity</i></p>	<p><b>Autumn</b> Fantastic Mr Fox- <i>Zest, motivation, confidence, risk taking.</i></p> <p>Charlotte’s Web- <i>Empathy, compassion, kindness.</i></p> <p>The Tin Forest- <i>Care, Hope</i></p>	<p><b>Autumn</b> – Beowulf- <i>Bravery, loyalty, resilience</i></p> <p>How to train your dragon- <i>Independence, courage, initiative.</i></p> <p>Fireworks – Enid Blyton <i>Enthusiasm, courage, bravery.</i></p>	<p><b>Autumn</b> – Town is by the sea- <i>Motivation, optimism, empathy</i></p> <p>Flotsam – David Wiesner <i>courage, curiosity, motivation.</i></p>	<p><b>Autumn</b> – Rose Blanche - <i>Thoughtful, courage, justice, risk-taking, compassion, social justice</i></p> <p>Once - <i>positivity, resilience, justice, wisdom, gratitude</i></p>
<p><b>Spring</b> – Traditional Tales- <i>curiosity, ambition</i></p>	<p><b>Spring</b> Traction Man - <i>Motivation, perseverance, determination</i></p> <p>Lost in the Toy Museum – <i>bravery, resilience, hard-work</i></p> <p>Old Bear- <i>patience, kindness, wisdom</i></p>	<p><b>Spring</b> - Paddington in London- <i>Grit, independence, honesty, humility.</i></p> <p>Katie in London-<i>Positivity, initiative, motivation.</i></p>	<p><b>Spring</b> Ug- <i>Passion, determination, grit</i></p> <p>Stone Age Boy- <i>creativity, transcendence, curiosity.</i></p> <p>Stone Age Tales- <i>Justice, leadership, wisdom</i></p>	<p><b>Spring</b> - The lion the witch and the wardrobe- <i>Risk Taking, Humility, Compassion, kindness</i></p> <p>The Flood- <i>Resilience, motivation, team work, Gratitude</i></p>	<p><b>Spring</b> – The Girl of Ink and Stars - <i>independence, wisdom, positivity, respect</i></p> <p>Tadpole’s Promise- <i>love, loyalty</i></p> <p>Rain Player – <i>determination, confidence, bravery</i></p>	<p><b>Spring</b> – Floodland- <i>independence, resilience, determination, motivation, social justice</i></p>	

	<p><b>Summer-</b> The Very Hungry Caterpillar- <i>patience</i></p> <p>Jack and the Beanstalk- <i>Thoughtful.</i></p>	<p><b>Summer</b> Gracie the Lighthouse Cat- <i>grit, determination, bravery, courage, motivation, risk-taking.</i></p> <p>Katie Morag and the Big Boy Cousins- kindness, leadership, honesty.</p>	<p><b>Summer-</b> ice in Wonderland-Zest, <i>risk-taking, curiosity, motivation.</i></p> <p>Amy Johnson- <i>Determination, courage, resilience</i></p>	<p><b>Summer</b> Escape from Pompeii- <i>Resilience, courage, wisdom.</i></p> <p>Boudicca's Army- <i>Team work, Zest, Leadership, determination.</i></p> <p>The Tear Thief- <i>gratitude, honesty, respect.</i></p>	<p><b>Summer-</b> Everything Ancient Egypt – initiative, team-work</p> <p>Egyptian Cinderella- <i>Kindness, patience, honesty</i></p> <p><i>The Miraculous Journey of Eduard Tulane - Gratitude, appreciation, respect, resilience, friendship</i></p>	<p><b>Summer-</b> Cosmic – bravery, confidence, humour, curiosity, risk taking, passion and independence.</p> <p>The Water tower – friendship, loyalty, bravery.</p>	<p><b>Summer-</b> Odysseus- positivity, resilience, wisdom, humour, zest</p> <p>Greek Myths- zest, humour, social, respect, justice</p>
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### HCAT Signature Wider Experiences at Eastfield ...

	<p><b>EYFS</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>	<p><b>Year 5</b></p>	<p><b>Year 6</b></p>
<p><b>Autumn 1</b></p>	<ul style="list-style-type: none"> <li>• Paint a self portrait</li> <li>• Go on an Autumn walk</li> <li>• Share baby photos</li> <li>• Taste a new fruit</li> <li>• Visit a place of worship</li> <li>• Perform a song</li> <li>• Visit the local park</li> <li>• Look at where we live on a map</li> <li>• Have a teddy bears picnic</li> </ul>	<ul style="list-style-type: none"> <li>• Visit the Yorkshire Wildlife Park</li> <li>• Take part in a Harvest Festival</li> <li>• Vote in a school election for House Captains</li> </ul>	<ul style="list-style-type: none"> <li>• Visit Humber Forest School</li> <li>• Become a nature detective</li> <li>• Go birdwatching</li> <li>• Take part in a Harvest Festival</li> <li>• Walk to a local landmark</li> <li>• Vote in a school election for House Captains</li> </ul>	<ul style="list-style-type: none"> <li>• Try new foods</li> <li>• Create a healthy salad</li> <li>• Make afternoon tea for parents</li> <li>• Visit East Hull community farm</li> <li>• Vote in a school election for House Captains</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to play a new instrument.</li> <li>• Write and perform a poem</li> <li>• Vote in a school election for house captains</li> <li>• Learn about a new religion and have to opportunity to ask questions to a faith leader ( Hindu)</li> </ul>	<ul style="list-style-type: none"> <li>• Write an argument</li> <li>• Write a playscript</li> <li>• beats bus workshop</li> <li>• Hull and to the heritage learning centre William Wilberforce.</li> <li>• Vote in a school election for House Captains</li> </ul>	<ul style="list-style-type: none"> <li>• Write a speech</li> <li>• Raise money for charity</li> <li>• Become first aid trained.</li> <li>• Stay away from home on a residential.</li> <li>• Go canoeing</li> <li>• Build a raft in a team.</li> <li>• Go mountain climbing.</li> <li>• Vote in a school election for House Captains</li> </ul>
<p><b>Autumn 2</b></p>	<ul style="list-style-type: none"> <li>• Perform in the Nativity</li> <li>• Re-tell a story to an audience</li> <li>• Perform songs to an audience</li> <li>• Taste a new fruit</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in the Nativity</li> <li>• Making and selling products for the Christmas Fayre</li> <li>• Walk around the local area.</li> <li>• Take part in a Christingle service</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in a Christingle service</li> <li>• Making and selling for the Christmas Fayre</li> <li>• Plan a party</li> </ul>	<ul style="list-style-type: none"> <li>• Doing an environmental survey of the school</li> <li>• Creating and distributing art work at the Christmas fair.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to sew on a button</li> <li>• Choreograph and perform a dance to parents.</li> <li>• Make bags to sell</li> </ul>	<ul style="list-style-type: none"> <li>• Walk across the Humber bridge.</li> <li>• Raise money to help a charity.</li> <li>• Design and make an electric model (Using coding)</li> <li>• Performing a rap on the foreshore.</li> <li>• Artist visit.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to knit</li> </ul>



	<ul style="list-style-type: none"> <li>Take part in Christingle service</li> </ul>						
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>Celebrate Chinese new year and taste new foods</li> <li>Make a boat and experiment with floating and sinking</li> <li>Make a collage from recycled materials</li> </ul>	<ul style="list-style-type: none"> <li>Take part in history/toy afternoon to discuss and listen to information about toys..</li> <li>Go back in time and play with old toys.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in a Great Fire of London Living History Day</li> <li>Build London Bridge and test it's strength</li> </ul>	<ul style="list-style-type: none"> <li>Lead a Stone Age exhibition for the community</li> <li>Perform a Stone Age play and songs to an audience.</li> <li>Create a Stone Age clay pot</li> <li>Make stone age punch and cakes for the community</li> <li>Meet a Stone Age woman and travel back in time</li> </ul>	<ul style="list-style-type: none"> <li>Learn about a new religion and visit a new place of worship</li> <li>Visit York Dig for a hands on experience of excavating historical evidence.</li> <li>Visit to the Jorvik Viking centre for an immersive historical experience.</li> </ul>	<ul style="list-style-type: none"> <li>Blindfolded chocolate taste test (choc workshop)</li> <li>Write a poem for the Foundation Stage</li> <li>Sam Safari Visit</li> </ul>	<ul style="list-style-type: none"> <li>Keep a diary for a week.</li> <li>Interview someone</li> <li>Take part in a Hinduism workshop</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>Search for butterflies outdoors</li> <li>Celebrate Easter and join in with Easter service at the church</li> </ul>	<ul style="list-style-type: none"> <li>Learn to sew and make a Puppet</li> <li>Have a Teddy Bear's Picnic</li> </ul>	<ul style="list-style-type: none"> <li>Fire Safety Awareness campaign</li> <li>Decide on a collection as a class</li> </ul>	<ul style="list-style-type: none"> <li>Earn pedestrian skills certificate</li> <li>Re-create Stone Henge in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Lab Rascal Visit – hands on science experiments related to States of Matter</li> </ul>	<ul style="list-style-type: none"> <li>Perform a dance to parents</li> <li>Make a papier mache piñata</li> <li>Write in heiroglyphics (Mayan letters)</li> <li>Plan and cook a meal</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to access the news.</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>Dress up like minibeasts</li> <li>Search for butterflies outdoors</li> <li>Care for our classroom caterpillars and chicks</li> <li>Visit a farm</li> </ul>	<ul style="list-style-type: none"> <li>Go on a hunt for different plant life.</li> <li>Plant a class flower and watch it grow.</li> <li>Team building in Sports Day</li> <li>Visit the seaside</li> </ul>	<ul style="list-style-type: none"> <li>Play a board game</li> <li>Write and present a factual report about Australia</li> </ul>	<ul style="list-style-type: none"> <li>Visit the Roman quarter in the museum</li> <li>Create a mosaic</li> </ul>	<ul style="list-style-type: none"> <li>Design, program and make a battery powered fairground ride.</li> <li>Handle artefacts from Ancient Egypt and take part in a live demonstration of mummification at the Hands on History Museum.</li> </ul>	<ul style="list-style-type: none"> <li>Make a large scale model (Using CAMS)</li> <li>Learn to moon walk.</li> <li>Planetarium Visit</li> <li>Pet Respect Workshop</li> </ul>	<ul style="list-style-type: none"> <li>Organise a climate change campaign</li> <li>Celebrate the end of SATS with pizza</li> <li>Go bowling with your friends.</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>Plant some bulbs and watch them grow</li> <li>Have a water fight day</li> </ul>	<ul style="list-style-type: none"> <li>Create work for and take part in a seaside exhibition to the community.</li> <li>Create a collage.</li> </ul>	<ul style="list-style-type: none"> <li>Performance to parents</li> <li>Learn a poem off by heart</li> <li>Take part in a French Day</li> </ul>	<ul style="list-style-type: none"> <li>Perform Carmen opera piece to parents.</li> <li>Create a Roman dance</li> </ul>	<ul style="list-style-type: none"> <li>Perform with instruments as a class at City Hall/Bonus Arena</li> </ul>		<ul style="list-style-type: none"> <li>Vote in a school election</li> <li>Perform in a leavers play.</li> <li>Celebrate the end of Primary</li> </ul>

- Take part in French Day.

- and perform to the phase.
- Outdoor adventure activities

- Build a and test a working shaduf in a team.

School at an awards ceremony.

### Character Education in our SMART Ethos



- Our whole school community actively embraces our Eastfield SMART values ethos in everything we do. It is the heart of our discussions both in and out of class, through assemblies, our high expectations and planning. Our vision, ethos and character education information is available on the school website- [www.eastfieldprimary.org.uk](http://www.eastfieldprimary.org.uk).
- At Eastfield Primary School, our curriculum has been designed as a response to what we already know about our pupils. Our curriculum aims to build on what has previously been taught and learned to ensure that academic achievement, physical and mental wellbeing, growth of character and personal development are intrinsically linked for the purpose of equipping our pupils with firm foundations of the requisite knowledge, skill and strength of character needed to be successful in life.
- Our 'SMART' Values' are set out to drive the curriculum and provide all stakeholders with explicit understanding of the school's vision in securing quality of education for all pupils. The HCAT signature and its five strategic pillars, underpin the core values for all stakeholders in our community and our SMART values harness all the core values for pupils.
- Our character values are evident on planning documents, on displays, through conversations with adults and children alike and in awards distributed to children across the school.
- We immerse our children in a character- based learning environment and offer special themed days and events to give children as many opportunities as possible to further enhance their character values. These days include enterprise events, environmental walks and campaigns, helping the less fortunate, singing for the local community, taking part in adventurous activities and staying away from home.
- All assembly topics are linked to our character ethos and provide opportunities for children to reflect and share their own understanding and experience in each area.

### Character Education and the Curriculum

- We offer extra-curricular clubs and ensure disadvantaged and/or those with low attendance take part in as many of these as possible. Our clubs are delivered by teachers, support staff and volunteers and vary from gardening to reading. We develop character qualities throughout all of our clubs and strive for the children to become independent, confident and feel a sense of achievement and belonging in their extra-curricular activities.
- We offer adventurous residential trips, termly school trips linking to the learning topic, enterprise activities and days, French day, world book day, Roald Dahl day, sporting events amongst many more which are all carefully planned to ensure a focus on developing character for all.
- Pupils across the school volunteer themselves to undertake roles such as librarians, times table mentors, house point captains, councillors and restorative rangers. Children with these responsibilities are able to engage in developing their own civic and moral duties whilst helping inspire their peers.
- Our extra-curricular activity and attendance is tracked to ensure all pupils are given regular opportunities to take part in developing new skills. Extra time and effort is made for our pupil premium children who may not have the chance to be in extra-curricular clubs outside of school.
- Our weekly assemblies have been carefully planned out to ensure the character virtues within our own SMART values are aligned with the character virtues displayed by key characters from Saints on Saints days, sporting stars and figures from fiction we are covering.

### **Staff and Character Education**

- Senior leaders have attended Character Education training in school and have opted in to the 'evidence champion' schools to ensure character is a main priority and our school is contributing to academy wide evidence-based research.
- All senior leaders at Eastfield have attended a Learn to Lead course which is mostly based around reflecting on personal character and developing this to be a more inspiring and positive leader for the benefit of their team in school.
- All staff have attended an academy training day including guest speaker Elizabeth Wright who is an Australian Paralympian who now works at the Jubilee Centre for character education and writes character based educational books. This talk encouraged staff to be self-reflective and consider areas in which they can develop their personal character and inspire our children with our own character virtues.
- Pupils are encouraged to take on responsibilities in their classes to develop their own personal character virtues. All children across the school take part in enterprise projects each year to help other people, charities, animals, the local area and local hospitals.
- Pupil leadership is at the heart of our school. We have a large school council team and an academy council team made up of children year one up to year 6. We offer a huge range of leadership opportunities for our children from being a restorative ranger and helping children deal with issues on the playground to being a times table buddy and helping children improve their knowledge.
- Our school governors are made up of parents, figures from the community and school staff. All are incredibly supportive of our focus on character education in school and understand the school ethos and what is expected of our staff and children to reflect our ethos.

### **Character Education and our local community**

- Our children are encouraged to discuss our whole school assembly themes that are based around our key character virtues from our SMART values with their family and friends at home. Our character education statement is detailed on our school website and in our children's home school journals.
- Our school has an enterprise programme that runs from the foundation stage up to year 6. This programme includes termly enterprise projects for the children that link with our local community. The children work hard and use a positive attitude to plan, make decisions, organise, use their initiative and reflect on their projects. These projects include improving the local area, plastic campaigns, singing for the elderly, selling items at school fayres, presenting learning to the community amongst many more.
- We regularly have visits from people in our local community such as the vicar, the police, the fire services and our local food bank to inspire the children and promote the children's overall sense of belonging and community.
- Our school council allows the children who attend our school to express their ideas about school life. The council also provides a space where children can have the responsibility of representing the views and interests of others. We meet on a regular basis and discuss any topics that have been raised. We also talk through how we can raise money for new school resources. Once a council meeting is over, we will feed back to the rest of the children any information that they need to know.

