

St Paul's School - A Values-Based Character Education Approach, 02/06/2024

Note: inspired and influenced by Jubilee Centre for Character and Virtues at The University of Birmingham.

Stage One - Values and Character Traits

- What kind of people do we want our pupils to be?
- Which character traits do we want them to have?

Stage Two - Personal and Collective Literacy Check

- Can I define and explain what this character trait is?
- Can I give examples of people who have this character trait?
- When do people practise this character trait in everyday life?
- Can I explain why this character trait is a good one to have?
- When does this character trait become a vice?
- Are we all on the same page? [Do we have to be?]

Stage Three - Unpacking the Issue/Situation

- Can I explain [the issue/situation under discussion] in terms of any of these character traits?
- What would [this kind of person/someone who demonstrates this character trait] do when it comes to [this issue/situation]?
 - Why do I think that?
 - What information is needed to set up and defend that link?
 - Are there any contextual moral exemplars?
 - Are there any counter-arguments and do I have a response?

Stage Four - Barriers

- What are the barriers our pupils face to becoming that kind of person/demonstrating those character traits in this situation?
 - Self-check: Is one of the barriers my own preconceptions, biases or approach?
- Can I actually help them overcome them?
 - Society check: Where can an onus on the individual not change things in this area?

Stage Five - Privilege the Pupils

- How far can I get in this process without needing to introduce my own thoughts?
- How much can I run of stages 1-4 with the pupil discussing their own thoughts and challenging their own ideas?