

READ GROW GO



USING STORIES TO TEACH
CHARACTER IN KS1

jubileecentre.ac.uk/readgrowgo

Read Grow Go is a programme of study developed for pupils in Key Stage One (5-7 year olds). Each lesson uses a story as a stimulus to teach a different character virtue, focussing on: honesty, compassion, service, community awareness, teamwork, perseverance, curiosity and independence. The lessons provide teachers with resources, practical activities and questions that promote class discussion and individual reflection. The programme is flexible and lessons can be taught at any time in the academic year and in any order. It is recommended that all of the lessons are taught, so that pupils have the opportunity to learn about each of the virtues covered in the programme. This should also help to develop a wider appreciation of different virtues amongst pupils.

Each lesson has 3 main aims:

1. **Virtue Perception:** The lessons should allow pupils to notice situations within each story where a particular virtue is required or demonstrated.
2. **Virtue Knowledge and Understanding:** The lessons should teach pupils the meaning of the virtues. Pupils should be able to discuss why these virtues are important, both for themselves and others.
3. **Reflection:** Pupils should be given the opportunity to reflect on the story and how the characters act in certain situations. They should be encouraged to reflect on how they can apply the virtue in question to their own life.

For each lesson, teacher and pupil resources are provided via jubileecentre.ac.uk/readgrowgo. The resources include:

- Lesson Introduction – an explanation of the resources provided and background information for teachers.
- Lesson Plan – an adaptable lesson plan for teachers.
- PowerPoint – a teaching tool, referenced in the lesson plan, linked to the virtue.
- Pupil Activity – an activity worksheet to encourage reflection from the pupils.
- One Wonderful Word Resource Card – a resource which can be displayed to reinforce each virtue.

Every lesson follows a structured approach intended to be used as a guide for teachers. It is recommended that this structure is followed so that the aims of the lesson can be met.

READ

Whilst listening to each story, the pupils should be encouraged to think about what the key virtue being explored might be. This is the virtue listed on the One Wonderful Word resource card for each lesson. Pupils may need guidance from the teacher for some of the more challenging virtues or if they come up with alternative words related to the main virtue. If pupils suggest other appropriate virtues, this could form part of a discussion about how stories often contain several important messages.

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Discussion and reflection around the virtue should be guided by the teacher to aid pupils' understanding. Pupil activities should be differentiated for individual classroom needs; paired, shared, group or guided work is encouraged.

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Pupils should be encouraged to think about how they can apply the character virtue to their own life both at home and in school.

This programme focuses on virtues drawn from across the four types of virtue as described in [A Framework for Character Education in Schools](#). The four virtue types and the specific virtues in focus within the programme can be seen in the table below, alongside the book selected to teach each virtue. It is strongly recommended that schools use hard copies of the text in each lesson; if this is not possible, a Read-Along of each text is available on YouTube by clicking on each book title below [available 12/20]. This is not an endorsement of the below links; they are provided for reference purposes in the absence of the physical text.

Type of Virtue	Virtue	Book
INTELLECTUAL Character traits necessary for discernment, right action and the pursuit of knowledge, truth and understanding.	Curiosity	Ada Twist, Scientist by Andrea Beaty
	Independence	Greta Thunberg (Little People, BIG DREAMS) by Maria Isabel Sanchez Vegara
MORAL Character traits that enable us to act well in situations that require an ethical response.	Honesty	The Whopper by Rebecca Ashdown
	Compassion	Dogger by Shirley Hughes
CIVIC Character traits that are necessary for engaged responsible citizenship, contributing to the common good.	Service	The Breaking News by Sarah Lynne Reul
	Community Awareness	What Grew in Larry's Garden by Laura Alary
PERFORMANCE Character traits that have an instrumental value in enabling the intellectual, moral and civic virtues.	Teamwork	Up the Creek by Nicolas Oldland
	Perseverance	Counting on Katherine by Helaine Becker

Glossary of Key Terms taken from [*A Framework for Character Education in Schools*](#):

Building Blocks of Character

The virtues can be divided into four main types: moral, intellectual, civic, and performance. Although virtues can be divided into these different categories, they must come together to form a coherent, mutually supportive whole in a well-rounded life.

Character

Character is a set of personal traits or dispositions that produce specific moral emotions, inform motivation and guide conduct. Character is educable: it is not fixed and the virtues can be developed.

Character Education

Character education includes all explicit and implicit educational activities that help young people develop positive personal strengths called virtues.

Character Taught

The school provides educational experiences in and out of the classroom that equip students with the language, knowledge, understanding, skills and attributes that enable character development.

Virtues

Virtues are those character traits that enable human beings to respond appropriately to situations in any area of experience. Virtues may also be called values, traits, aspirations, qualities etc. within different school settings.

Virtue Knowledge and Understanding

Understanding the meaning of the virtue term and why the virtue is important, individually and as part of a well-rounded, flourishing life of overall virtue, and being able to apply the virtue to episodes of one's own and others' lives.

Virtue Literacy

'Virtue Literacy' is a helpful term that can be defined as including Virtue 'Perception'; Virtue 'Knowledge and Understanding'; and Virtue 'Reasoning'. There are two stages to enhancing Virtue Literacy. The first is developing a knowledge and understanding of virtue terms. The second is developing the ability and willpower to apply the virtues to real-life contexts.

Virtue Perception

Noticing situations involving or standing in need of the virtues.

Virtue Reasoning

Discernment and deliberative action about virtues, including in situations where virtues conflict or collide.

Further Teacher Resources from the Jubilee Centre

[Primary Programme of Study](#) – This course is divided into three terms and separated into individual year groups. Each term's curriculum is divided up into sequences of lessons that address particular virtues.

[The Character Curriculum](#) – Funded by the Kern Family Foundation, The Character Curriculum offers a full suite of materials for teaching virtues across all year groups through Key Stages 1 – 4. Lessons include both statutory and non-statutory topics for PSHE, Citizenship and the new Health and Relationships Education in the UK.

[Teaching Character Through the Primary Curriculum](#) – This programme of study was developed for Year 6 pupils to aid in their transition to secondary school. It aims to teach character through eight different curriculum subjects.

[Knightly Virtues](#) – The Knightly Virtues programme explores virtues through stories. The effectiveness of the programme was tested using several rigorous research methods and all resources are available online.

[My Character](#) – Focussing on eight character traits, the My Character suite of materials contain activities, quotes, biographies of inspirational people and actions that young people can use to help develop their character.

[Character Education Evaluation Handbook for Schools](#) – This Handbook provides a practical introduction to the evaluation of character education in primary and secondary schools. It offers advice, guidance and tools to enable schools to implement the principles and practice of self-evaluation to enhance and improve their character education provision.

Further Reading from the Jubilee Centre

[A Framework for Character Education in Schools](#) – A Framework for Character Education in Schools sets out the Jubilee Centre's position on character education and calls for all schools to be explicit about how they develop the character virtues of their students.

[Schools of Character](#) – Schools of Character showcases seven schools, both private and state, which make character education a conscious part of their day to day practice through a variety of approaches.

[Windows into Schools: Celebrating Character](#) – Windows into Schools: Celebrating Character highlights the different ways in which schools can embed meaningful and planned approaches to character education by showcasing eight schools that the Jubilee Centre worked with on [Leading Character Education in Schools](#).

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THE JUBILEE CENTRE
FOR CHARACTER & VIRTUES

JUBILEE CENTRE FOR CHARACTER AND VIRTUES

The Jubilee Centre for Character and Virtues is a unique and leading Centre for the examination of how character and virtues impact on individuals and society. The Centre was founded in 2012 by Professor James Arthur and is based at the University of Birmingham. It offers world-class research on the importance of developing good character and virtues and the benefits they bring to individuals and society. A key conviction underlying the existence of the Jubilee Centre is that the virtues that make up good character can be learnt and taught. As such, the Jubilee Centre has produced a wide range of research and resource-based materials for teachers in schools, which are all freely available on the Jubilee Centre's website.

Jubilee Centre for Character and Virtues

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To find these resources online go to
jubileecentre.ac.uk/readgrowgo