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THE JUBILEE CENTRE
FOR CHARACTER & VIRTUES

For more information on the Jubilee Centre for Character and Virtues, visit:
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Cover image: Word cloud depicting surveyed schools’ definitions of character education. For more details, see Figure 1 on page 12 of this report.

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Contents

| | |
|--|-----------|
| Executive summary | 4 |
| 1 Introduction | 7 |
| 1.1 Introduction to character education..... | 7 |
| 1.2 Background and aims of the research | 9 |
| 1.3 Survey methodology | 9 |
| 1.4 Reporting conventions for survey data..... | 10 |
| 1.5 Limitations | 11 |
| 1.6 Overview of the report..... | 11 |
| 2 Motivations for character education | 12 |
| 2.1 Schools' definitions of character education..... | 12 |
| 2.2 Intrinsic and extrinsic motivations | 14 |
| 3 Provision of character education | 16 |
| 3.1 Character education activities | 16 |
| 3.2 Barriers to providing character education | 22 |
| 3.3 The impact of the JCCV on school provision of character education | 23 |
| 3.4 Future plans for character education | 24 |
| 4 Conclusions..... | 26 |
| Appendix A: Descriptive statistics | 27 |
| Appendix B: Questionnaire | 31 |

Executive summary

Character education has been defined in many different ways, but it typically refers to the development of desirable character traits that prepare children and young people for well-rounded and successful adult lives. These desirable traits include, among others:

- Honesty, integrity and respect for others,
- Courage, compassion and gratitude,
- Resilience, perseverance and persistence,
- Hard-work, self-control, discipline and good time-keeping,
- Self-confidence, leadership and team-working,
- Curiosity, problem-solving and motivation.

While character education is not a new concept, it has experienced a surge of interest from a range of stakeholders in recent years. There were multi-million-pound investments into Character Education Grants in 2015/16 and 2016/17, with the 2016 Budget announcing up to £285 million a year for secondary schools to extend their school day for character-building activities¹. In 2016, the Department for Education (DfE) conducted a national survey of schools' provision of character education to assess the extent to which character education was recognised and how it was delivered in the State and Independent school sectors². This review of current practice informed the publication of DfE's Character Education Framework Guidance³ in 2019; in turn, recommendations from this framework were incorporated into Ofsted's Education Inspection Framework⁴ in the same year. Ofsted's framework explicitly stated that schools have a duty to support the character development of their pupils.

The increased prominence of character education has been supported by a range of stakeholders, charities and research-based organisations. The Jubilee Centre for Character and Virtues (JCCV), University of Birmingham, is a pioneering interdisciplinary research centre focussing on character, virtues and values in the interest of human flourishing. In 2013, the JCCV published its first *Framework for Character Education in Schools (Framework)*. Subsequently, the JCCV has been working in collaboration with partners such as the Association for Character Education (ACE) to support schools in their understanding, development and delivery of effective character education. The JCCV is now a leading informant on policy and practice in character education and contributes to a renewal of character virtues in individuals and societies through an extensive range of projects.

This report presents findings from a survey commissioned by the JCCV and conducted by the National Centre for Social Research (NatCen) to examine the effects of the

¹ HM Treasury (2016) *Budget 2016* London: House of Commons.

² NatCen Social Research and the National Children's Bureau (2017) *Developing character skills in schools*. London

<https://www.gov.uk/government/publications/developing-character-skills-in-schools>

³ Department for Education (2019) *Character Education Framework Guidance*. London.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/849654/Character_Education_Framework_Guidance.pdf.

⁴ Ofsted (2019) *The Education Inspection Framework*. London: Ofsted.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf.

JCCV's approach to character education. This study aimed to evaluate the adoption and delivery of the JCCV's *Framework* by:

1. Investigating the extent to which schools who have engaged with the JCCV are following a distinctive 'Jubilee Centre' approach to character education.
2. Describing schools' alternative approaches to character development and the delivery of character education.
3. Comparing the understanding and delivery of character education in schools who have engaged with the JCCV to national estimates from DfE's 2016 survey.

In the 2019-20 school year, a convenience sample of schools which were known to have worked with the JCCV were approached and asked about their experiences of providing character education. Findings from this study will provide the JCCV with a better idea of the extent and nature of its impact on schools. Furthermore, this study will provide insights on what the effective delivery of character education might look like for a wide range of stakeholders, including partner schools, external school leaders, wider stakeholders in the provision of character education and the academic research community.

What motivates schools to deliver character education?

- Schools partnered with the JCCV typically understood character education in terms closely linked to the *Framework* advocated by the Centre, including morals, citizenship, virtues and values. This suggests a high level of engagement with the JCCV's work.
- Schools which stated that the JCCV had greatly influenced their understanding of character education were more likely to cite intrinsic motivations for character education. These included helping pupils to become responsible citizens, developing pupils' ability to make good decisions, and helping pupils to become kind and compassionate.
- Schools which reported less influence from the JCCV were slightly more likely to cite extrinsic motivations for character education. These included improving pupils' employability, improving pupils' engagement with the curriculum, and improving pupils' exam performance.

How do schools provide character education to their pupils?

- The majority of the schools partnered with the JCCV offered a range of school-wide, extra-curricular and day-to-day activities to explicitly develop desirable character traits among pupils.
- However, schools in the present study were less likely to offer these activities compared to schools in a national survey of character education provision in England in 2016. For instance, around three quarters of schools in the present study had a school mission statement or a pupil voice / leadership scheme in place to develop character. By comparison, almost all primary and secondary schools (>95%) in the national sample offered these activities. It is unclear whether schools in this study define character in the same way as schools nationally; if not, it is possible that they are less likely to describe these activities as part of character education.
- Extra-curricular activities were less common in schools in the present study than in their national counterparts, although volunteering or social action activities in secondary schools were an exception to this trend.

- In terms of day-to-day activities, schools in the present study were most likely to focus on developing character in assemblies. However, schools in the national survey reported much higher rates of this activity in 2016.
- Schools in this study were more likely to offer discrete character education lessons than those in the national study. This suggests that schools partnered with the JCCV may be more likely to adopt an explicit, 'taught' approach to character development compared to the national sample of schools. This interesting difference is potentially worthy of further investigation.

What has been the impact of the JCCV on the delivery of character education in schools?

- All the schools in this study reported being influenced by the JCCV in their delivery of character education. One quarter were influenced 'to a great extent', with three quarters influenced to some extent.
- Schools were twice as likely to have been influenced in their approach to character education by the JCCV than they were from other sources, such as DfE or Ofsted.
- Among schools using the JCCV's materials, the JCCV *Framework for Character Education in Schools* was the most commonly used source, followed by the Evaluation Handbook for Schools.
- It is unclear whether the use of these materials will change once schools begin to adopt Ofsted's updated schools' inspection framework which makes provision for the inspection of character education. This study indicates that schools partnered with the JCCV were split in terms of their preparation for this new requirement. Just over half of schools stated they were planning to amend or expand their character education provision in light of Ofsted's updated schools' inspection framework, and the remaining schools indicating that they were not planning for this. However, a lack of planned amendment or expansion of current provision may reflect existing capacity to deliver character education.

1 Introduction

1.1 Introduction to character education

1.1.1 Policy context

Character education can be defined in various ways, and often overlaps with concepts such as ‘non-cognitive skills’⁵ or ‘social and emotional skills’⁶. However, in recent years, understandings of character education have moved beyond the language of ‘skills’, and is more commonly understood in terms of developing desirable character traits or virtues in children and young people. These desirable virtues include, among others:

- Honesty, integrity and respect for others,
- Courage, compassion and gratitude,
- Resilience, perseverance and persistence,
- Hard-work, self-control, discipline and good time-keeping,
- Self-confidence, leadership and team-working,
- Curiosity, problem-solving and motivation.

Ultimately, character education seeks to prepare children and young people for well-rounded, flourishing adult lives.

A strong emphasis has been placed on character education in recent years. In May 2019, Ofsted’s updated *Education Inspection Framework*⁷ stated that inspectors’ judgement on the personal development of learners would include an evaluation of the extent to which ‘the curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them to know how to keep physically and mentally healthy’ (Ofsted 2019: p. 11). In November 2019, DfE released non-statutory Character Education Framework Guidance⁸. This guidance set out Six Character Benchmarks, described as ‘the most important features of good provision for character education’, and intended to assist schools in evaluating their own work and planning for development⁹. As part of this guidance, DfE encouraged schools to reflect on their current situation regarding character education, and to consider potential next steps for each of the Six Character Benchmarks (see Box 1).

⁵ Morrison Gutman, L. and Schoon, I. (2013) [The Impact of non-cognitive skills on outcomes for young people](#) London: EEF and IoE.

⁶ Feinstein, L. (ed.) (2015) [Social and Emotional Learning: Skills for life and work](#) London: Cabinet Office, Social Mobility & Child Poverty commission and EIF.

⁷ Ofsted (2019) *The Education Inspection Framework*. London: Ofsted. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf.

⁸ Department for Education (2019) *Character Education Framework Guidance*. London: Department for Education. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/849654/Character_Education_Framework_Guidance.pdf.

⁹ Department for Education (2019) *Character Education Framework Guidance*. London: Department for Education. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/849654/Character_Education_Framework_Guidance.pdf.

This emphasis from Ofsted and DfE follows several years of increased interest and investment in character education and development. In Autumn 2014, DfE announced a £5 million Character Innovation Fund, which included funding for grants, awards and research¹⁰. This was followed by multi-million-pound investments into Character Education Grants in 2015/16 and 2016/17, available to projects developing new approaches or expanding and evaluating existing approaches to developing children's key character traits, attributes and behaviours^{11, 12}. The 2016 Budget also announced a commitment of up to £285 million a year for secondary schools to extend their school day, allowing further time for character building activities, as well as academic work and physical activity aimed at improving physical wellbeing¹³.

Box 1: The Six Character Benchmarks

- A. What kind of school are we?
- B. What are our expectations of behaviour towards each other?
- C. How well do our curriculum and teaching develop resilience and confidence?
- D. How good is our co-curriculum?
- E. How well do we promote the value of volunteering and service to others?
- F. How do we ensure that all our pupils benefit equally from what we offer?

Source: DfE (2019) *Character Education Framework Guidance*.

1.1.2 The Jubilee Centre for Character and Virtues

The Jubilee Centre for Character and Virtues (JCCV) at the University of Birmingham is an interdisciplinary research centre focusing on character, virtues and values in the interest of human flourishing. The JCCV follows a neo-Aristotelian, moral concept of character that conceives of the virtues as being constitutive of good character. These virtues are seen as critical to individual excellence; contributing to societal flourishing; applicable within all human contexts; and educable. The JCCV considers character education to include all explicit and implicit educational activities that help young people develop positive personal strengths, or virtues.

The key tenets of the JCCV's approach include schools' knowledge and understanding of:

- Four types of virtue: intellectual, moral, civic and performance.
- The ways in which character and virtues can be 'caught' and 'taught', which in turn leads to opportunities to develop one's character being 'sought' by individuals and communities.

Since the JCCV's first phase of work in 2012, over 150,000 school pupils and 500 schools have been directly involved in the JCCV's research. Additionally, over 10,000

¹⁰ Department for Education (2014) "[Measures to help schools instil character in pupils announced](#)" Press release, 8 December.

¹¹ Department for Education (2015) "[Character education: apply for 2015 grant funding](#)" News story, 12 January.

¹² Department for Education (2016) "[Character Education Grant 2016-17](#)" Contract summary, 26 May.

¹³ HM Treasury (2016) [Budget 2016](#) London: House of Commons.

schools have received the JCCV's *Framework for Character Education in Schools* (referred to as the *Framework* in this report).

1.2 Background and aims of the research

Given the JCCV's reach, it is important to understand the effects of their work on schools' approach to character education. The National Centre for Social Research (NatCen) was commissioned by the JCCV to conduct an evaluative survey to examine the effects of the Centre's approach to character education in a convenience sample of schools in which the JCCV's materials are thought to have been trialled and implemented most extensively. The findings of this survey will provide the JCCV with a better idea of the extent and nature of its impact on schools and practitioners. Furthermore, this research will provide insights on what the effective delivery of character education might look like to partner schools, external school leaders, wider stakeholders in the provision of character education as well as the academic research community.

Overall, this study aims to evaluate the adoption and delivery of the JCCV's *Framework* by:

1. Investigating the extent to which schools who have engaged with the JCCV are following a distinctive 'Jubilee Centre' approach to character education.
2. Describing schools' alternative approaches to character development and the delivery of character education.
3. Comparing the understanding and delivery of character education in schools who have engaged with the JCCV to national estimates from DfE's 2016 survey.

1.3 Survey methodology

1.3.1 Sample and fieldwork

The convenience sample for the survey included 363 primary, middle and secondary schools. These were identified by the JCCV and the Association for Character Education (ACE) as schools that had previously engaged with one or both organisations in the past. Schools in the sample included 52 'warm' contacts who had previously been in touch with the JCCV and/or ACE, and 'cold' contacts such as head teachers for whom contact details were publicly available via school websites. Fieldwork was launched in late September 2019, with all schools in the sample receiving an email and a letter with details of the study and inviting them to take part. Over the course of the fieldwork period, schools who had not responded to the survey were sent up to five reminder emails to encourage them to participate. Fieldwork ended in late January 2020.

1.3.2 Response rate and sample description

Individuals from 61 institutions completed the web survey, representing a 17% response rate. As outlined in Table 1, the final sample was comprised of 23 local authority (LA) maintained schools, 23 academies, ten independent schools and three 'other' institutions. Information on school type was missing for two schools.

Table 1: Survey sample by school type

| School type | Number of schools in survey sample |
|-----------------------|------------------------------------|
| LA maintained schools | 23 |
| Academies | 23 |
| Independent schools | 10 |
| Other institutions | 3 |
| Missing | 2 |
| Total | 61 |

1.3.3 Data management

Several survey questions included an ‘other’ option with an open-text response to provide further details. Where applicable, these responses were coded into existing response options in the survey question. In other cases, new responses categories were created based on trends in ‘other’ responses (i.e. where multiple several respondents had provided similar ‘other’ responses).

Duplicate cases were removed during data management. There were duplicate cases from two schools (i.e., where two different members of staff at each school had submitted survey responses on behalf of the school). In these instances, data from the member of the school’s leadership team (e.g. head teacher) were retained, while data from other staff members were excluded from analysis.

1.4 Reporting conventions for survey data

There are two types of tables and charts included in this report. For questions with mutually exclusive responses (single-coded or ‘please select one option’ questions), percentages will generally sum to 100. However, as a result of rounding, there are some instances where percentages will not sum exactly to 100.

There were also several questions that allowed multiple responses (i.e. multi-coded or ‘select all that apply’ questions), where percentages sum to more than 100. In these instances, the ‘total number of cases’ refers to the number of selections made by all respondents. The ‘number of valid cases’ refers to the number of respondents answering the question.

As survey questions included ‘don’t know’ and ‘refused’ options, the base sizes for some questions are lower than 61. The findings reported here are based on valid responses (i.e., excluding ‘don’t know’ and ‘refused’ responses) with unweighted base sizes shown in all tables.

The data in this survey were not weighted, due to the relatively small sample size and the lack of available population data on all schools in England that have engaged with the JCCV’s approach to character education.

The report includes a number of cross-tabulations that present findings by key characteristics. These include comparisons between the present survey and the Developing Character in Schools Survey, a nationally representative survey of character education in schools conducted by DfE in 2016¹⁴. Given the small sample size of the present survey, these comparisons should be interpreted with caution.

¹⁴ Marshall, L., Rooney, K., Dunatchik, A. and Smith, N. (2017) *Developing Character Skills in Schools: Quantitative Survey*. London: Department for Education.
<https://www.gov.uk/government/publications/developing-character-skills-in-schools>.

Additionally, there were some differences the response options offered in the two surveys. In these cases, comparisons are restricted to common response options between the surveys.

In addition to quantitative analysis, qualitative data from one open-ended question ('Please could you provide a brief definition of what you consider character education to be?') were analysed thematically in NVivo. This involved combining an inductive analytical approach (in which key themes linked to the JCCV's definition of character education were identified in the data) with a deductive analytical approach (in which new or unanticipated themes were also identified – see section 2.1).

This report refers to the following institutional groupings:

- All schools and institutions (referred to as “all schools” throughout this report),
- Primary state-maintained schools (LA maintained and academy primary and middle schools),
- Secondary state-maintained schools (LA maintained and academy),
- Independent schools.

1.5 Limitations

The findings in this report represent the views of surveyed respondents. The survey data have not been weighted due to the small sample size, and so it has not been possible to eliminate non-response bias. It is therefore important to recognise that schools with more active character education programmes may have been more inclined to agree to participate.

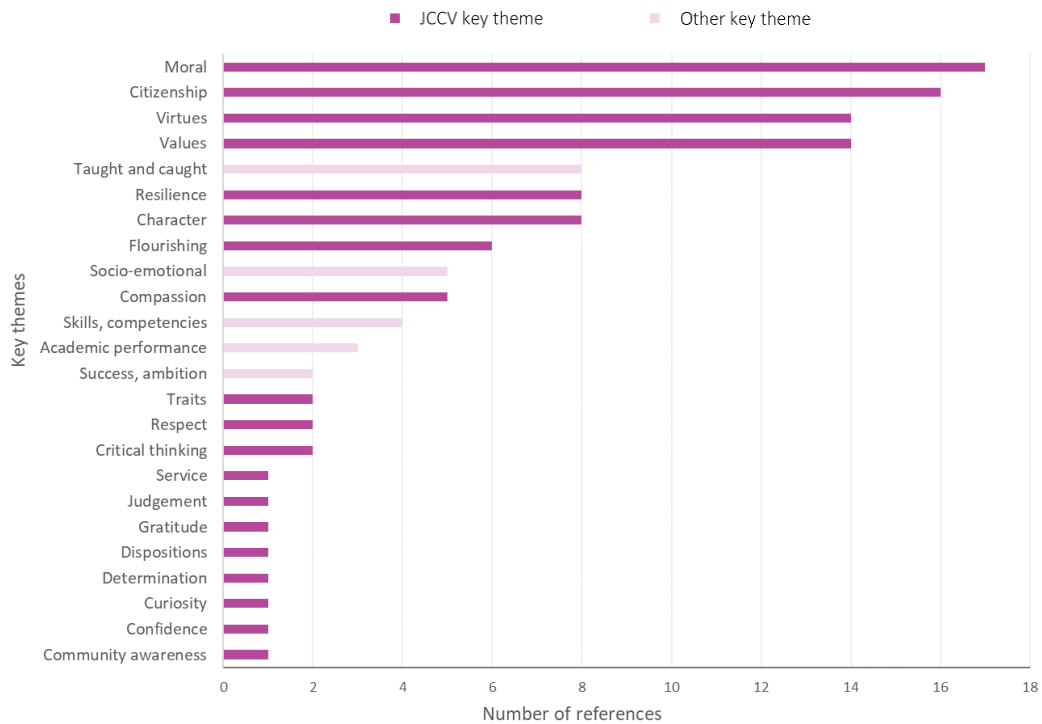
While the achieved sample size is small (n = 61), the response rate (17%) is somewhat higher than the response rate in the 2016 national survey of character education (13%)¹⁵. This may reflect the fact that there were more ‘warm’ contacts in the present sample. Nevertheless, the small sample size means that the report only presents descriptive analysis, with no tests for statistical significance.

1.6 Overview of the report

In Chapter 2, we present qualitative and quantitative findings on schools’ motivations for providing character education. This includes analysis of how schools defined character education (section 2.1), and the extent to which schools valued intrinsic or extrinsic motivations for character education (section 2.2). In Chapter 3, we present quantitative findings on provision of character education in surveyed schools. This includes the different character education activities offered in schools (section 3.1), barriers faced by schools when implementing character education (section 3.2), the extent to which the JCCV approach had impacted schools’ provision of character education (section 3.3), and schools’ future plans for character education (section 3.4). In Chapter 4, we conclude by drawing together key findings on the extent to which surveyed schools are following a distinctive ‘Jubilee Centre’ approach to character education, and alternative approaches to character education in schools. We also reflect on the comparison of character education trends in the present survey with estimates from the 2016 national survey of character education.

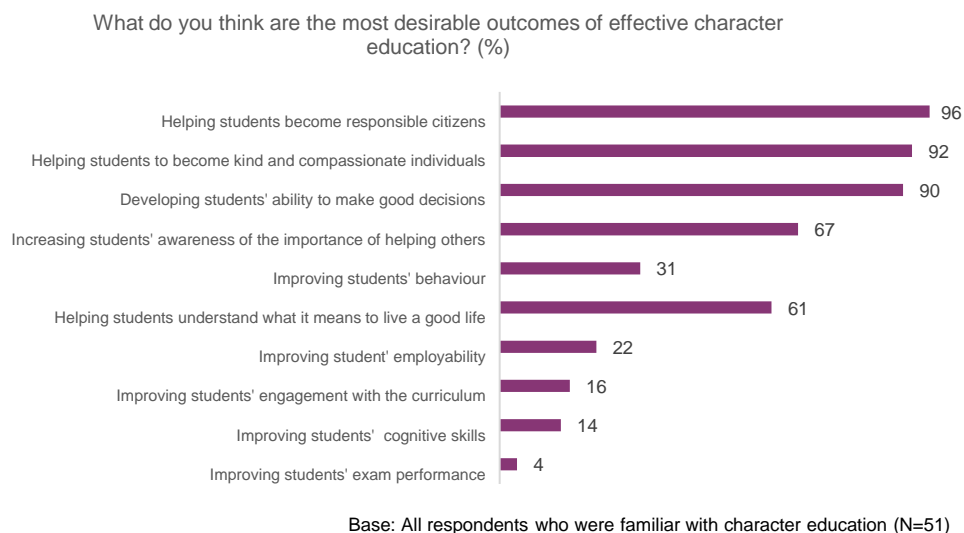
¹⁵ Marshall, L., Rooney, K., Dunatchik, A. and Smith, N. (2017) *Developing Character Skills in Schools: Quantitative Survey*. London: Department for Education.
<https://www.gov.uk/government/publications/developing-character-skills-in-schools>.

Figure 2: Definitions of character education – thematic analysis



The importance of citizenship to character education was also reflected in responses on desired outcomes of character education (Figure 3). Almost all schools (96%) indicated that helping pupils to become responsible citizens was the most desirable outcome of effective character education. Other commonly cited outcomes included ‘helping pupils become kind and compassionate’ (92%) and ‘developing pupils’ ability to make good decisions’ (90%).

Figure 3: Desired outcomes of character education¹⁶

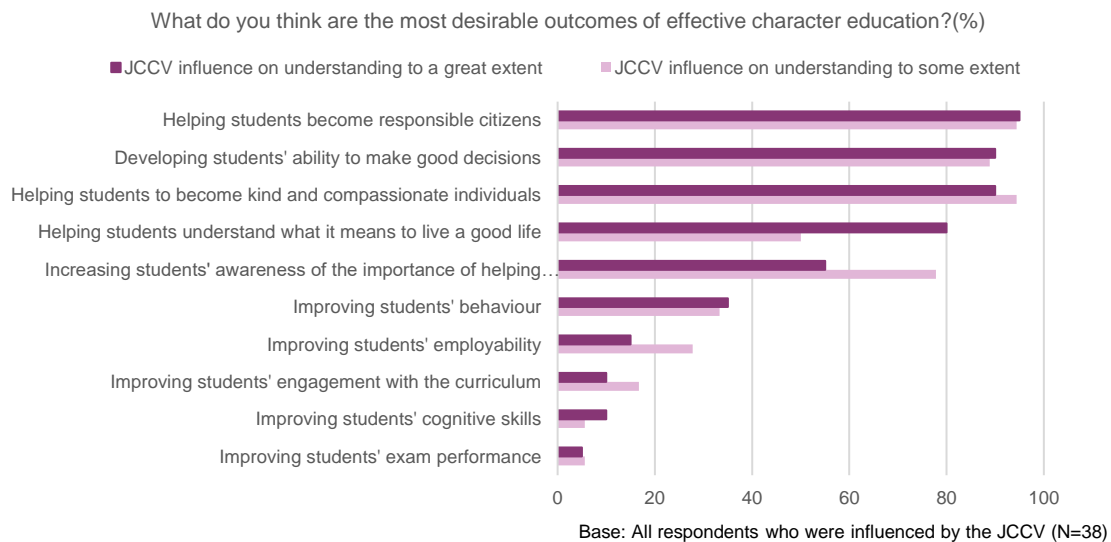


Responses were further analysed by comparing schools that stated the JCCV had influenced their understanding of character education ‘to a great extent’ and those that

¹⁶ Categories based on variables derived from valid responses to Define2 (n = 51).

stated it had influenced their understanding 'to some extent'¹⁷. As indicated in Figure 4, there was little difference in the three most common 'desirable outcomes' of character education across these two groups of schools. However, there were some differences in other responses between the two groups. Of schools greatly influenced by the JCCV, 80% indicated that 'helping pupils understand what it means to live a good life' was a desirable outcome of effective character education, compared to 50% of schools that had been influenced by the JCCV 'to some extent'.

Figure 4: Desired outcomes of character education by level of JCCV influence on school's understanding



By contrast, if schools reported the JCCV had influenced their understanding of character education 'to some extent', they were more likely to prioritise outcomes that were linked to pupil attainment. These included improving employability, engagement with the curriculum, cognitive skills and exam performance. These differences in 'intrinsic' vs. 'extrinsic' motivations for character education are discussed in more detail in section 2.2.

2.2 Intrinsic and extrinsic motivations

The desired outcomes of effective character education described in section 2.1 were divided into those that indicated 'intrinsic' and 'extrinsic' motivations for character education. Intrinsic values refer to those such as citizenship, positive decision-making and compassion, whereas more extrinsic outcomes consider values related to academic performance, employability or behaviour.

Respondents could select up to five desired outcomes of character education. On average, out of 5 possible responses, respondents selected 3.5 intrinsic statements, compared to 1.5 extrinsic statements¹⁸. This suggests that respondents were more likely to understand character education in terms of intrinsic values than extrinsic ones.

¹⁷ In response to the question 'To what extent would you say the Jubilee Centre for Character and Virtues has influenced your [school / institution]'s understanding of character education?', 53% responded 'to a great extent', 47% 'to some extent' and 0% said 'not at all'. This question was only completed by respondents who had indicated that JCCV sources had influenced character education at their school or institution (n = 38).

¹⁸ The sum of extrinsic and intrinsic statements does not sum precisely to five as not all schools selected five statements.

The relationship between schools' level of formal commitment to character education and whether they held intrinsic or extrinsic motivations was explored, with commitment based on whether they had a character education plan¹⁹, and whether they had a character education lead²⁰. However, there were no differences found between these groups in terms of intrinsic or extrinsic motivations for character education. Schools that had a character education plan selected 3.4 intrinsic statements and 1.5 extrinsic statements on average, while schools without a character education plan chose 3.4 intrinsic statements and 1.6 extrinsic statements on average (see Table 12, Appendix A). Similarly, schools with a character lead selected a mean number of 3.4 intrinsic statements and 1.5 extrinsic statements, while those without a character lead chose 3.5 intrinsic statements and 1.5 extrinsic statements (see Table 13, Appendix A).

¹⁹ In response to the question 'Does your [school/institution] have a named plan or policy on character education?': 61% responded 'yes' and 39% 'no'. This question was asked of all respondents (n = 52).

²⁰ In response to the question 'Does your [school/institution] use any of the following to explicitly develop character traits among [pupils/students]?': 59% selected 'Dedicated character lead or equivalent'. This question was of asked all respondents (n = 61).

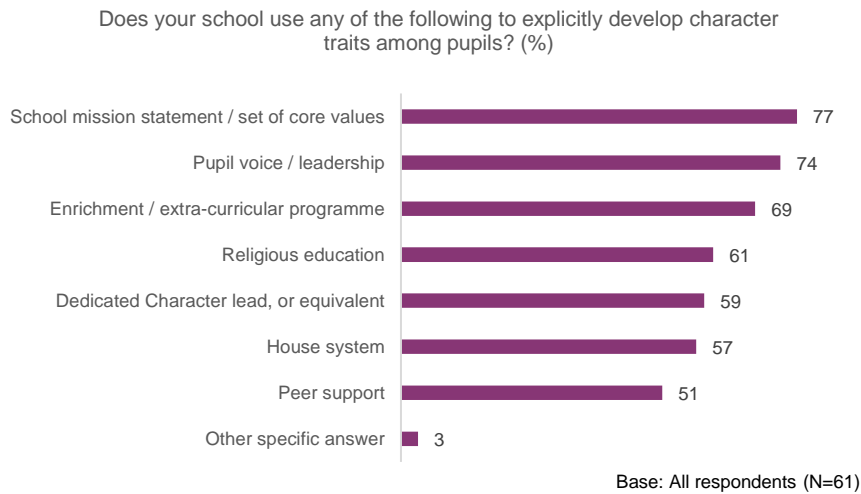
3 Provision of character education

3.1 Character education activities

3.1.1 Explicit development of character traits

Schools were asked about the school-wide approaches they used to explicitly develop desirable character traits among pupils. Over three quarters of schools indicated that they had a school mission statement or a set of core values (77%). Just under three quarters (74%) encouraged pupil voice / leadership²¹, and over two thirds (69%) offered enrichment or extracurricular programmes to develop character traits in their school (see Figure 5).

Figure 5: School wide-approaches used to explicitly develop character traits



There were some notable differences in school-wide approaches to developing character traits between schools whose delivery of character education was influenced greatly by the JCCV and those that were influenced 'to some extent'²² (see Figure 6). Schools where character education delivery was greatly influenced by the JCCV were more likely to use religious education (90%) to develop character traits, compared to 65% of schools where delivery was influenced by JCCV 'to some extent'. Similarly, 90% of schools that were greatly influenced by the JCCV used pupil voice / leadership, compared to 85% of schools that were influenced by JCCV 'to some extent'. On the other hand, in schools where delivery of character education was influenced to some extent by the JCCV, extracurricular programmes (85%) and dedicated character leads (81%) were more commonly used to develop character traits than schools that had been greatly influenced by the JCCV (70% in both cases).

²¹ Such as a school council, or a head girl / boy.

²² In response to the question 'To what extent would you say the Jubilee Centre for Character and Virtues has influenced your [school / institution] delivers character education?', 26% responded 'to a great extent', 68% 'to some extent' and 0% said 'not at all'. This question was only completed by respondents who had indicated that JCCV sources had influenced character education at their school or institution (n = 38).

Figure 6: School-wide approaches used to develop character traits by JCCV influence on school's delivery

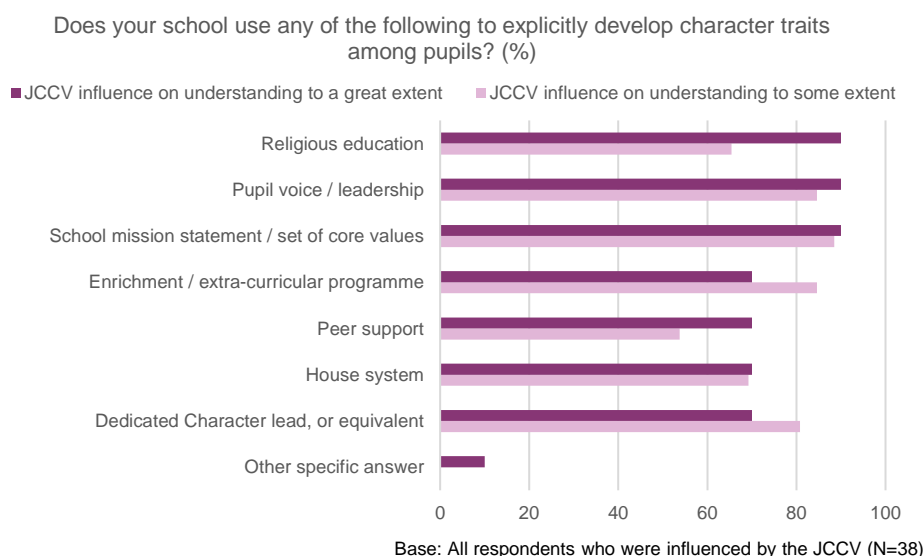


Table 2 presents a comparison of school-wide approaches to developing character traits between the present JCCV survey and the nationally representative 2016 survey of character education. These trends broadly suggest that state-maintained primary and secondary schools in the JCCV survey were less likely to report these specific school-wide approaches compared to schools in the national survey. However, the JCCV survey included more response options of school-wide approaches to developing character traits compared to the national survey, which may have resulted in a wider spread of responses.

Table 2: School-wide approaches to developing character traits: comparison with national estimates

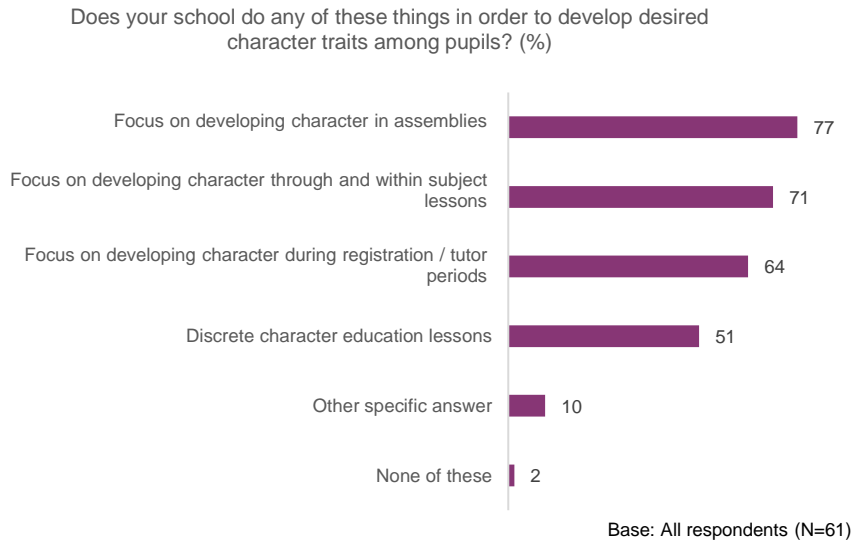
| % | JCCV survey | | 2016 national survey | |
|--|----------------------------------|------------------------------------|----------------------------------|------------------------------------|
| | State-maintained primary schools | State-maintained secondary schools | State-maintained primary schools | State-maintained secondary schools |
| School mission / set of core values | 79 | 78 | 98 | 95 |
| Pupil voice / leadership | 79 | 78 | 98 | 99 |
| House system | 42 | 67 | 63 | 73 |
| Peer support such as mediation, mentoring or vertical tutoring | 42 | 61 | 60 | 87 |
| Other | - | 6 | 40 | 31 |
| <i>Unweighted base</i> | <i>19</i> | <i>18</i> | <i>409</i> | <i>182</i> |

3.1.2 Day-to-day activities

Schools were also asked about the day-to-day activities they used to develop pupils' character traits. Just over three quarters of schools (77%) reported that they delivered character education through assemblies, while 71% reported focusing on developing character through and within subject lessons. 64% of schools focused on developing character during registration or tutor periods, and just over half the schools (51%) also delivered dedicated character education lessons (see Figure 7). Around one in ten

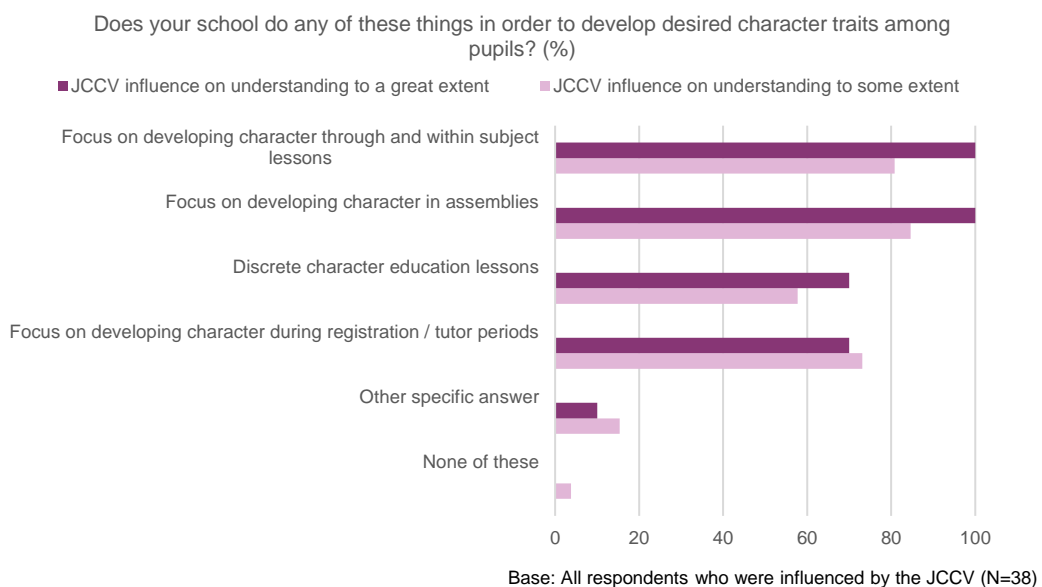
schools (10%) indicated that they offered other specific day-to-day activities to develop character; examples of these activities included the Personal, Social and Health Education (PSHE) curriculum, 'one-to-one mentor system', 'guest speakers', and 'chapel services'.

Figure 7: Day-to-day activities used to develop character traits in schools



Looking specifically at the ten schools that reported the JCCV influenced their delivery of character education 'to a great extent', all of these schools said they focused on developing character through and within subject lessons or in assemblies. When compared with schools where character education delivery was influenced by the JCCV 'to some extent, these ten schools were also more likely to develop character traits through discrete character education lessons (see Figure 8).

Figure 8: Day-to-day activities used to develop character traits by JCCV influence on schools' delivery



When comparing results from the JCCV survey with the 2016 national survey, state-maintained primary and secondary schools in the JCCV survey were more likely to focus on developing character through discrete character education lessons, but less

likely to do so during subject lessons. Almost all primary schools and the vast majority of secondary schools in the 2016 national survey indicated that they focused on developing character in assemblies. While a lower proportion of schools indicated that they developed character in this way in the JCCV survey, it was still the most common day-to-day activity cited by both primary and secondary schools (see Table 3). As with estimates of school-wide activities, schools in the JCCV survey were generally less likely to offer day-to-day activities than the national average of schools.

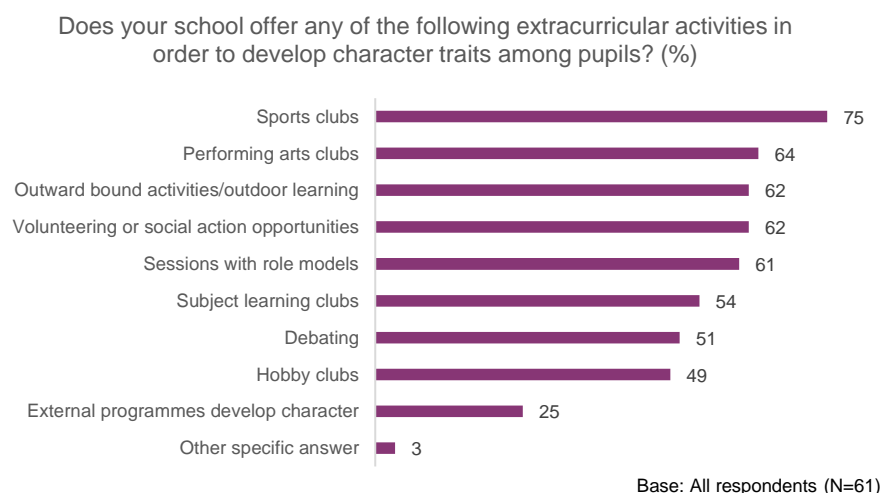
Table 3: Comparison with national estimates on day-to-day activities used to develop character traits

| % | JCCV survey | | 2016 national survey | |
|--|----------------------------------|------------------------------------|----------------------------------|------------------------------------|
| | State-maintained primary schools | State-maintained secondary schools | State-maintained primary schools | State-maintained secondary schools |
| Focus on character during registration / tutor periods | 53 | 67 | 44 | 81 |
| Focus on character in assemblies | 84 | 78 | 97 | 89 |
| Focus on developing character through and within subject lessons | 74 | 67 | 91 | 77 |
| Discrete character education lessons | 68 | 33 | 43 | 28 |
| None of these | 5 | - | 1 | 4 |
| <i>Unweighted base</i> | <i>19</i> | <i>18</i> | <i>409</i> | <i>182</i> |

3.1.3 Extracurricular activities

All schools in the JCCV survey used school-led extracurricular activities to develop pupils' character traits. In particular, schools reported using, sports clubs (75%), performing arts clubs (64%), outward-bound or outdoor learning activities (62%) and volunteering or social action opportunities (62%) to develop pupils' character traits (see Figure 9).

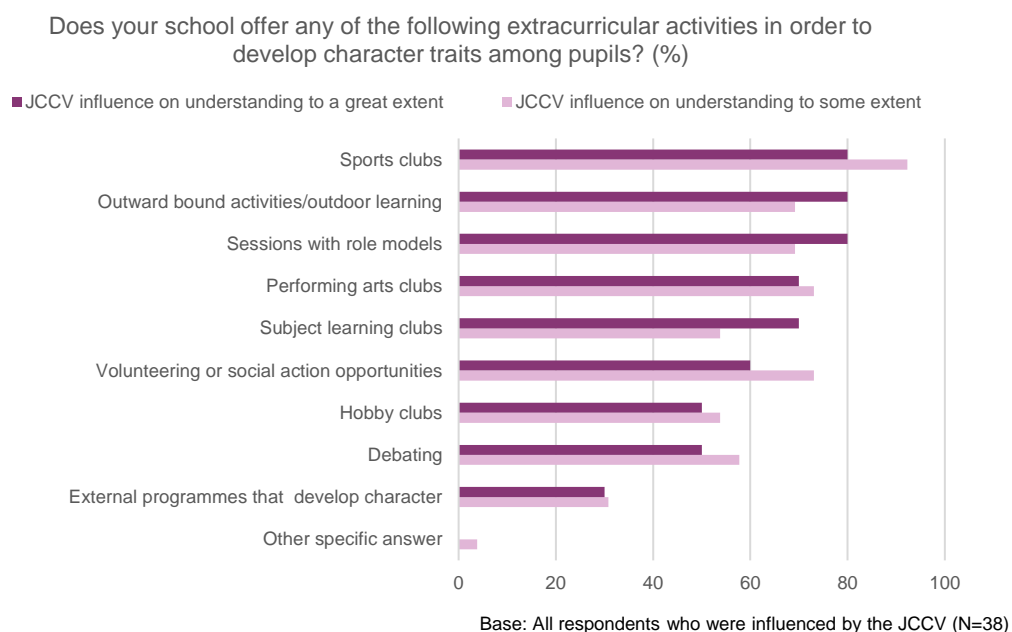
Figure 9: Extracurricular activities used to develop character traits



Similar patterns were observed in the ten schools that reported the JCCV greatly influenced their delivery of character education. Most of these schools also used sports clubs and outward-bound activities to develop character traits (both 80%) but also cited sessions with role models (80%) (see Figure 10).

As indicated in Figure 10, there were some differences in the extracurricular activities used by schools to develop character traits depending on the extent to which the JCCV had influenced their delivery of character education. In schools where delivery was greatly influenced by the JCCV, outward-bound activities and sessions with role models were more commonly used to develop pupils' character traits. Conversely, sports clubs, performing arts clubs and volunteering and social action opportunities were more common in schools influenced 'to some extent' by the JCCV.

Figure 10: Extracurricular activities used to develop character traits by JCCV influence on school's delivery



There were considerable differences between schools in the JCCV survey and those in the 2016 national survey in terms of extracurricular activities (see Table 4). While secondary schools in the JCCV survey were more likely to use volunteering and social action opportunities to develop character traits, primary and secondary schools nationally were more likely to use extra-curricular activities than schools in the JCCV survey. This is consistent with the generally lower use of school-wide (Table 2) and day-to-day activities (Table 3) offered by schools in the JCCV survey compared to national estimates.

Table 4: Comparison with national estimates on extracurricular activities used to develop character traits

| % | JCCV survey | | 2016 national survey | |
|---|----------------------------------|------------------------------------|----------------------------------|------------------------------------|
| | State-maintained primary schools | State-maintained secondary schools | State-maintained primary schools | State-maintained secondary schools |
| Volunteering and / or social action opportunities | 32 | 83 | 35 | 76 |
| Sessions with role models | 42 | 67 | 39 | 80 |
| Debating | 21 | 61 | 28 | 67 |
| Hobby clubs | 37 | 50 | 74 | 73 |
| Outward bound activities / outdoor learning | 53 | 61 | 69 | 85 |
| Subject learning clubs | 32 | 61 | 57 | 87 |
| None of these | - | - | 2 | - |
| <i>Unweighted base</i> | 19 | 18 | 409 | 182 |

3.1.4 Character education monitoring

61% of schools in the present survey reported having a character education plan, compared to the 2016 national estimate of 17% (see Table 14, Appendix A). However, the majority of schools (67%) in the present survey did not formally monitor character education (see Table 15, Appendix A). Schools with other formal character education-related arrangements in place were more likely to do so; 47% of schools with a character education plan monitored character development, compared to just 10% of schools without a character education plan (see Table 16, Appendix A). 42% of schools with a dedicated character lead also monitored their character education, compared to 12% of schools without a dedicated character lead (see Table 17, Appendix A).

There are some differences between schools in the JCCV survey and those in the 2016 national survey in terms of monitoring the development of character traits (see Table 5). State-maintained secondary schools in the JCCV survey (47%) were more likely than those in the national survey (34%) to monitor their pupils' development of character traits. However, the reverse was true of state-maintained primary schools; 18% in the JCCV survey monitored character education, compared to 30% in the national survey.

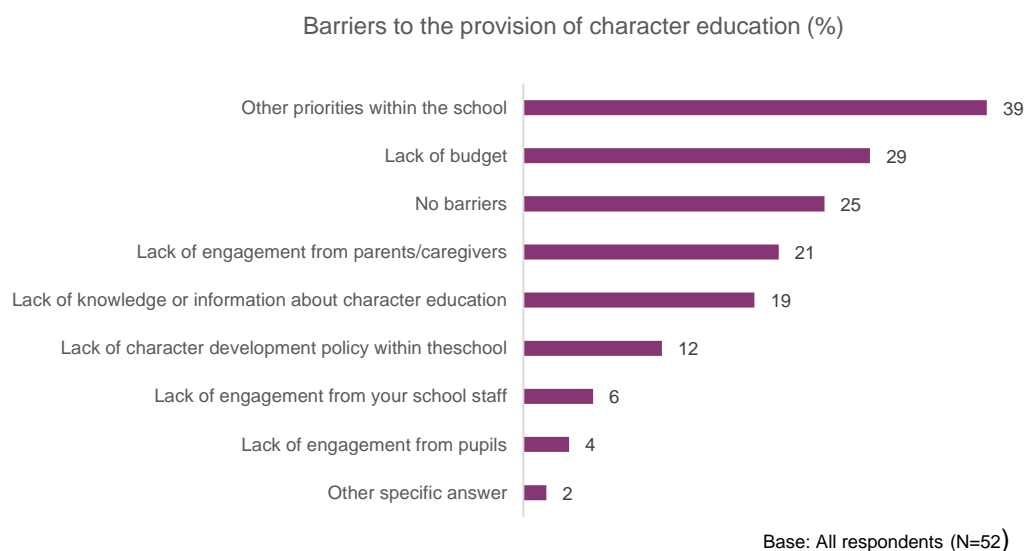
Table 5: Comparison with national estimates on formal monitoring development of character traits

| % | JCCV survey | | 2016 national survey | |
|------------------------|----------------------------------|------------------------------------|----------------------------------|------------------------------------|
| | State-maintained primary schools | State-maintained secondary schools | State-maintained primary schools | State-maintained secondary schools |
| Yes | 18 | 47 | 30 | 34 |
| No | 82 | 53 | 70 | 66 |
| <i>Unweighted base</i> | 17 | 15 | 408 | 181 |

3.2 Barriers to providing character education

The main barrier to providing character education reported by schools was having other priorities (39%) and a lack of budget (29%). A quarter of schools (25%) reported that they did not face any barriers (see Figure 11).

Figure 11: Barriers to providing character education in schools



Only two response options on barriers ('lack of knowledge or information about character education' and 'no barriers') were directly comparable between the JCCV survey and the 2016 national survey. Table 6 suggests that a broadly similar, low proportion of schools across both surveys faced a lack of knowledge or information as a barrier. Meanwhile, state-maintained primary schools in the JCCV survey were more likely to report that they did not experience any barriers compared to schools in the national survey.

Table 6: Comparison with national estimates on barriers to providing character education

| % | JCCV survey | | 2016 national survey | |
|--|----------------------------------|------------------------------------|----------------------------------|------------------------------------|
| | State-maintained primary schools | State-maintained secondary schools | State-maintained primary schools | State-maintained secondary schools |
| Lack of knowledge or information about character education | 11 | 17 | 25 | 22 |
| No barriers | 37 | 17 | 25 | 15 |
| <i>Unweighted base</i> | <i>19</i> | <i>18</i> | <i>407</i> | <i>180</i> |

3.3 The impact of the JCCV on school provision of character education

3.3.1 Familiarity with character education

Almost all schools in the JCCV survey (92%) stated that they were familiar with the term 'character education', with 7% (n = 4) stating they were familiar but did not know what it meant, and 2% (n = 1, who was a member of teaching staff as opposed to a senior leader) stated that they were not familiar with the term. Overall, there were no notable differences in familiarity with character education across staff roles. All respondents who were members of the leadership team (other than head or deputy head teachers; n = 18) were familiar with character education. Most head teachers (89%), deputy head teachers/vice principals (87%) and teaching staff (83%) were also familiar with the term. Familiarity with character education was considerably greater within schools in the JCCV survey compared to their national counterparts (see Table 7). This high level of familiarity is likely to reflect the convenience sample of schools in the survey, which were selected on the basis of their prior experience with the JCCV and other partner organisations.

Table 7: Comparison with national estimates on familiarity with character education

| % | JCCV survey | | 2016 national survey | |
|--|----------------------------------|------------------------------------|----------------------------------|------------------------------------|
| | State-maintained primary schools | State-maintained secondary schools | State-maintained primary schools | State-maintained secondary schools |
| Familiar | 89 | 90 | 32 | 51 |
| Familiar but don't really know what it means | 11 | 5 | 17 | 16 |
| Not familiar | - | 5 | 51 | 33 |
| <i>Unweighted base</i> | <i>19</i> | <i>20</i> | <i>407</i> | <i>182</i> |

3.3.2 Awareness of character education

Schools with a named character education policy and/or which formally monitored the development of character traits (n = 34) were asked when they first became aware of character education (Table 18, Appendix A). Half the schools (50%) became aware of character education five or more years ago, 29% became aware 3-5 years ago, and 15% became aware 1-3 years ago. A further 6% reported becoming aware of character education within the last year.

If schools indicated that JCCV was one of the sources that had influenced their approach to character education (n = 38, see section 3.3.3), they were also asked when they became aware of the JCCV (Table 21, Appendix A). Just under half (42%) of schools became aware of JCCV 3-5 years ago, while 26% were aware of JCCV five or more years ago. 21% of schools knew about JCCV 1-3 years ago, and a further 11% became aware of the JCCV within the last year.

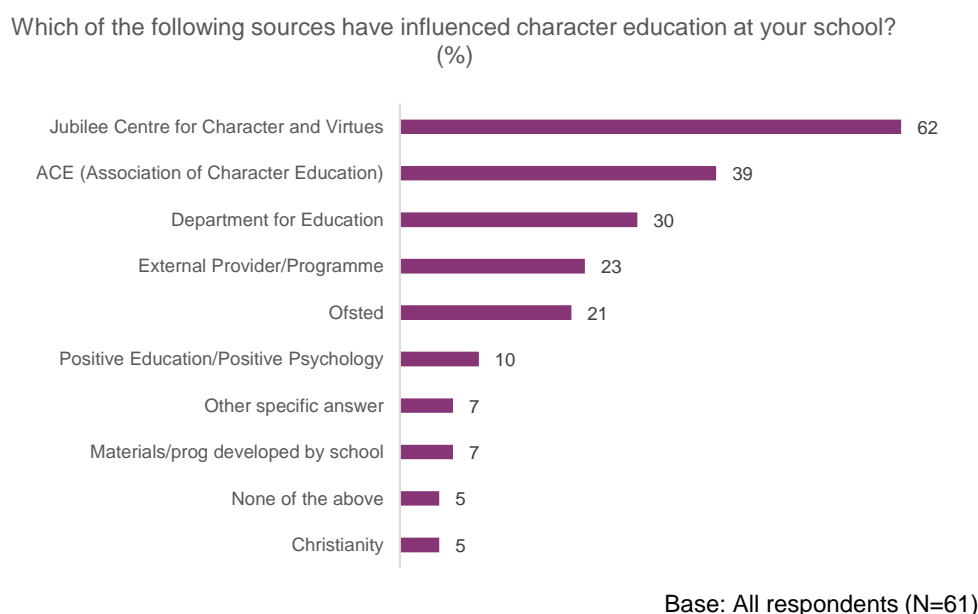
Just under two thirds of schools (65%) reported becoming aware of character education in the same time period that they learned about the JCCV.

3.3.3 Resources that influenced character education

Schools were asked to indicate which sources had influenced their approach to character education. Just under two thirds (62%) cited the JCCV, 39% cited the Association for Character Education (ACE), and 30% cited Department of Education sources. A small number of schools (7%) mentioned other specific sources that had influenced character education at their school. These included ‘funding from NESTA to develop resilience’; ‘Respect Curriculum’, PiXL’, ‘Outward Bound/Centre for Real-World Learning’, and ‘Leader in Me’ (Figure 12).

The 19 schools that selected JCCV as a source of influence in their school’s character education were asked to indicate which of JCCV’s resources they frequently used. Just under two thirds (63%) used JCCV’s *Framework for Character Education in Schools* while 26% used the Primary Programme of Study. Just over a one in five schools (21%) also used Teaching Character through Subjects (Secondary), while a quarter (26%) used The Knightly Virtues (Table 19, Appendix A).

Figure 12: Sources that have influenced character education



These findings indicate that surveyed schools were more likely to be influenced by the JCCV than other sources in their approach to character education. Of the schools that were influenced by the JCCV, the *Framework for Character Education in Schools* was the most frequently used JCCV resource.

3.4 Future plans for character education

Schools were asked whether they were planning to expand or amend their provision of character education in light of the new Ofsted framework. Responses were mixed, with 52% of schools indicating that they were planning to do so, and 48% stating that they were not (see Table 24, Appendix A).

Findings were also mixed when looking at schools’ future plans based on formal arrangements for character education. Schools with character education plans were no more likely to be planning for Ofsted (52%) than those without character education plans (53%) (see Table 25, Appendix A). However, schools with a dedicated character

lead were more likely to be planning for Ofsted. Of the schools with dedicated character lead, 65% indicated they were planning to expand or amend their character education based on the Ofsted framework, compared to just 23% of schools without a character lead (see Table 26, Appendix A).

Future plans for character education did not vary by the JCCV's influence on schools' understanding of character education. Around a half of schools who were influenced by the JCCV 'to a great extent' (53%) and 'to some extent' (50%) were planning for Ofsted (see Table 27, Appendix A).

4 Conclusions

Findings presented in this report indicate that schools working with the Jubilee Centre for Character and Virtues or the Association for Character Education had a considerably heightened awareness of character education. Nearly all schools in the sample were familiar with the term; moreover, schools commonly recognised key words and themes closely linked to the *Framework for Character Education in Schools* advocated by the JCCV, including morals, citizenship, virtues and values. This suggests a high level of engagement with the JCCV's work. Schools which stated that the JCCV had greatly influenced their understanding of character education were more likely to cite intrinsic motivations for character education. By contrast, schools reporting less influence from the Centre were slightly more likely to cite extrinsic motivations for character education.

High levels of familiarity with character education are perhaps unsurprising, since all schools in this study had previously engaged with the JCCV or ACE. However, compared to schools nationally, JCCV partner schools were more than three times as likely to have a character education plan in place than all schools in England. Similarly, nearly two thirds of JCCV partner schools with a character lead were planning to amend or expand their provision of character education to accommodate the new Ofsted framework. This suggests a strong relationship between knowledge and understanding of character education facilitated by the JCCV, and the implementation of formal structures for its effective delivery.

The JCCV has had a significant impact on schools' approaches to character education. Schools were over twice as likely to have been influenced in their approach to character education by the JCCV than by state guidance from DfE or Ofsted. The *JCCV Framework for Character Education in Schools* was of particular importance, with two thirds of schools indicating that it was a frequently used resource.

However, there were some considerable differences in the provision of character education between JCCV partner schools and schools in England, based on comparisons with the 2016 national survey. It is important to note that sample sizes are low in the present survey, and that comparisons between national estimates and study sample have not been tested for statistical significance. Nevertheless, we do find some interesting trends from these comparisons. While the majority of JCCV partner schools used a range of school-wide, day-to-day and especially extra-curricular activities to develop character among pupils, they were generally less likely to do so than their nationally representative counterparts. For instance, schools in the 2016 national survey were much more likely than those in the present survey to use school mission statements, assemblies, and hobby and outdoor clubs to develop positive character traits. While this is a potentially surprising finding, it is also possible that JCCV partner schools have more stringent definitions of what 'developing character' through specific activities means – and therefore are less likely to describe these activities as part of character education. Additionally, when looking specifically at discrete character education lessons, there is an important exception to this trend. Over half of JCCV partner schools reported delivering character education lessons, compared to 41% in the national survey. This raises the possibility that JCCV partner schools placed less emphasis on activities through which character education can be 'caught', and more emphasis on those in which character education is explicitly 'taught'.

Appendix A: Descriptive statistics

This appendix presents the descriptive statistics of all questions within the survey.

Table 8: School type

| School type | % |
|---------------------------------------|------|
| Local Authority | 39.0 |
| Academy | 39.0 |
| Independent | 16.9 |
| Other institution | 5.1 |
| <i>Unweighted base of all schools</i> | 59 |

Table 9: School phase

| School phase | % |
|---------------------------------------|------|
| Primary | 40.0 |
| Middle | 2.0 |
| Secondary | 48.0 |
| Primary through secondary | 10.0 |
| <i>Unweighted base of all schools</i> | 50 |

Table 10: Role of respondents in school

| Job role of respondents | % |
|---------------------------------------|------|
| Head teacher/principal | 29.5 |
| Deputy head/vice principal | 24.6 |
| Other member of leadership team | 31.1 |
| Teaching staff | 9.8 |
| Support staff | 1.6 |
| Other | 3.3 |
| <i>Unweighted base of all schools</i> | 61 |

Table 11: Familiarity with the term 'character education'

| Familiarity with the term 'character education' | % |
|---|------|
| Familiar | 91.7 |
| Familiar, but don't really know what it means | 6.7 |
| Not familiar | 1.7 |
| <i>Unweighted base of all schools</i> | 60 |

Table 12: Mean number of character education motivations by character education plan

| Mean no. of character education motivations | Schools with character education plan | Schools without character education plan |
|---|---------------------------------------|--|
| Intrinsic | 3.5 | 3.4 |
| Extrinsic | 1.5 | 1.6 |
| <i>Unweighted base of all schools</i> | 33 | 20 |

Table 13: Mean number of character education motivations by dedicated character lead

| Mean no. of character education motivations | Schools with a dedicated character lead | Schools without a dedicated character lead |
|---|---|--|
| Intrinsic | 3.4 | 3.5 |
| Extrinsic | 1.5 | 1.5 |
| <i>Unweighted base of all schools</i> | 36 | 17 |

Table 14: Whether schools had a character education plan

| Character education plan | % |
|---------------------------------------|------|
| Yes | 61.5 |
| No | 38.5 |
| <i>Unweighted base of all schools</i> | 52 |

Table 15: Whether schools monitored the development of character traits

| Character education monitoring | % |
|---------------------------------------|------|
| Yes | 32.7 |
| No | 67.3 |
| <i>Unweighted base of all schools</i> | 52 |

Table 16: Whether schools monitored the development of character traits by character education plan

| Character education monitoring | Schools with character education plan % | Schools without character education plan % |
|---------------------------------------|---|--|
| Yes | 46.9 | 10.0 |
| No | 53.1 | 90.0 |
| <i>Unweighted base of all schools</i> | 32 | 20 |

Table 17: Whether schools monitored the development of character traits by dedicated character lead

| Character education monitoring | Schools with a dedicated character lead % | Schools without a dedicated character lead % |
|---------------------------------------|---|--|
| Yes | 41.7 | 12.5 |
| No | 58.3 | 87.5 |
| <i>Unweighted base of all schools</i> | 36 | 16 |

Table 18: When schools started to place an emphasis on character education

| Character education time period | % |
|--|------|
| 5+ years ago | 50.0 |
| 3-5 years ago | 29.4 |
| 1-3 years ago | 14.7 |
| Within the last year | 5.9 |
| <i>Unweighted base of all schools with a character education plan or that monitor character traits</i> | 34 |

Table 19: Frequently used JCCV resources

| JCCV character education resources | % |
|--|------|
| A Framework for Character Education in Schools | 63.2 |
| Primary Programme of Study | 26.3 |
| Secondary Programme of Study | 15.8 |
| Teaching Character Through the Primary Curriculum | 5.3 |
| Teaching Character Through Subjects (Secondary) | 21.1 |
| Character Education: The Evaluation Handbook for schools | 21.1 |
| The Knightly Virtues | 26.3 |
| My Character: A Journaling Project on Future-Mindedness | 5.3 |
| <i>Total cases</i> | 37 |
| <i>Unweighted base of all schools that selected JCCV as a source that influenced their character education</i> | 19 |

Table 20: Principal resource from the JCCV used in schools

| Main JCCV resource used | % |
|---|------|
| A Framework for Character Education in Schools | 50 |
| Teaching character through subjects (secondary) | 12.5 |
| Character Education: The Evaluation Handbook for Schools | 25 |
| The Knightly Virtues | 12.5 |
| <i>Unweighted base of all schools that selected more than one frequently used JCCV resource</i> | 8 |

Table 21: When schools became aware of the JCCV

| Awareness of JCCV | % |
|--|------|
| 1. 5+ years ago | 26.3 |
| 2. 3-5 years ago | 42.1 |
| 3. 1-3 years ago | 21.1 |
| 4. Within the last year | 10.5 |
| <i>Unweighted base of all schools that selected JCCV as a source that influenced their character education</i> | 38 |

Table 22: How the JCCV has influenced schools' understanding of character education

| JCCV's influence on understanding | % |
|--|------|
| To a great extent | 52.6 |
| To some extent | 47.4 |
| Not at all | 0 |
| <i>Unweighted base of all schools that selected JCCV as a source that influenced their character education</i> | 38 |

Table 23: How the JCCV has influenced schools' delivery of character education

| JCCV's influence on delivery | % |
|--|------|
| To a great extent | 27.8 |
| To some extent | 72.2 |
| Not at all | 0 |
| <i>Unweighted base of all schools that selected JCCV as a source that influenced their character education</i> | 36 |

Table 24: Whether schools were planning to expand or amend provision for character education based on the new Ofsted framework

| Planning for Ofsted | % |
|---------------------------------------|------|
| Yes | 52.3 |
| No | 47.7 |
| <i>Unweighted base of all schools</i> | 44 |

Table 25: Whether schools were planning to expand or amend provision for character education based on the new Ofsted framework by character education plan

| Planning for Ofsted | Schools with character education plan % | Schools without character education plan % |
|---------------------------------------|---|--|
| Yes | 51.7 | 53.3 |
| No | 48.3 | 46.7 |
| <i>Unweighted base of all schools</i> | 29 | 15 |

Table 26: Whether schools were planning to expand or amend provision for character education based on the new Ofsted framework by dedicated character lead

| Planning for Ofsted | Schools with a dedicated character lead % | Schools without a dedicated character lead % |
|---------------------------------------|---|--|
| Yes | 64.5 | 23.1 |
| No | 35.5 | 76.9 |
| <i>Unweighted base of all schools</i> | 31 | 13 |

Table 27: Whether schools were planning to expand or amend provision for character education based on the new Ofsted framework by influence of JCCV on understanding of character education

| Planning for Ofsted | Influence of JCCV on understanding 'to a great extent' % | Influence of JCCV on understanding 'to some extent' % |
|--|--|---|
| Yes | 52.6 | 50.0 |
| No | 47.4 | 50.0 |
| <i>Unweighted base of all schools that selected JCCV as a source that influenced their character education</i> | 19 | 14 |

Appendix B: Questionnaire

This appendix presents the questionnaire used in the 2019-20 JCCV character education web survey.

{ASK ALL}

WelcomePage

Character Education Survey 2019-20

Thank you for your interest in this study of character education provision in schools and colleges.

By taking part you will help the Jubilee Centre for Character and Virtues to better understand provision available to young people across England.

The survey is not an assessment of what your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 “school” / SchoolType=5 “college” / SchoolType=6 “institution”} does, but rather an information-gathering exercise. You and your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 “school” / SchoolType=5 “college” / SchoolType=6 “institution”} will not be identified in any research findings.

The survey will take around 10 minutes to complete. If you need to pause the questionnaire, you can simply press ‘STOP’, close the browser and log back in later using the same link you used to get here. You may need to wait 10 minutes before you can re-enter the survey. Please note that if someone else from your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 “school” / SchoolType=5 “college” / SchoolType=6 “institution”} logs into the survey using your unique survey link and access code before you have completed the questionnaire, they will be able to see the answers you have provided.

If you have any questions or concerns about the research, or have difficulties completing the survey online, please email CharacterEducation@natcen.ac.uk or call 0800 652 9296.

{ASK ALL}

RoleCheck

Please confirm your job role.

ANALYSIS:“Job role”

1. Head teacher / Principal
2. Deputy head / Vice-principal
3. Other member of the Senior Leadership Team
4. Teaching staff
5. Support staff
6. Other (please specify)

{ASK ALL}

CharFam1

ANALYSIS:“Familiar with character education”

This first section of the questionnaire is about your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 “school” / SchoolType=5 “college” / SchoolType=6 “institution”}'s provision of character education.

Prior to our contact about this survey, were you familiar with the term character education?

1. Familiar
2. Familiar but don't really know what it means
3. Not familiar

{ASK ALL}

Define1

ANALYSIS: "Character education definition"

Please could you provide a brief definition of what you consider character education to be?

OPEN <300 characters>

{IF 'CHARFAM1' = 3}

CharFam2

The Jubilee Centre defines character education as 'an umbrella term for all explicit and implicit educational activities that helps young people develop positive personal traits called *virtues*.' Ofsted defines character education as a 'set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"} the qualities they need to flourish in our society.'

{IF 'CHARFAM1' = 1 OR 2}

Define2

ANALYSIS: "Character education outcomes"

What do you think are the most desirable outcomes of effective character education?

Please select up to **five** statements.

1. Improving {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"} cognitive skills
2. Helping {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"} become responsible citizens
3. Improving {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"} employability
4. Helping {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"} to become kind and compassionate individuals
5. Improving {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"} exam performance
6. Increasing {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"} awareness of the importance of helping others
7. Improving {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"} behaviour
8. Helping {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"} understand what it means to live a good life
9. Improving {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"} engagement with the curriculum
10. Developing {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"} ability to make good decisions

{ASK ALL}

CharPlan

ANALYSIS: "Character education plan"

Does your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"} have a named plan or policy on character education?

1. Yes
2. No

{ASK ALL}

CAct1

ANALYSIS: "Character education activities"

This question is about aspects of a {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"}'s culture that are used in character education provision.

Does your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"} do any of the following to ** explicitly develop ** character traits among {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"}?

Please select all that apply.

1. {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "School" / SchoolType=5 "College" / SchoolType=6 "Institution"} mission statement / set of core values
2. Dedicated Character lead, or equivalent
3. {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "Pupil" / SchoolType=5-6 "Student"} voice / leadership (e.g. {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "School" / SchoolType=5 "College" / SchoolType=6 "Institution"} council, Head Boy/Girl)
4. House system
5. Peer support such as mediation, mentoring or vertical tutoring
6. Enrichment / extra-curricular programme
7. Religious education
8. Something else [please specify]
9. None of these EXCLUSIVE

{ASK ALL}

CAct2

ANALYSIS: "Character education promotion"

The next question is about things that happen throughout the school day (excluding extra-curricular activities) that are used in character education provision.

Does your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"} do any of these things in order to develop desired character traits among {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"}?

Please select all that apply.

1. Focus on developing character during registration / tutor periods

2. Focus on developing character in assemblies
3. Focus on developing character through and within subject lessons
4. Discrete character education lessons
5. Something else [please specify]
6. None of these EXCLUSIVE

{ASK ALL}

CAct3

ANALYSIS: "Character education extra-curricular activities"

The next question is about school-led extra-curricular activities that some schools and institutions use to develop desirable character traits among their {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"}.

Does your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"} offer any of the following extra-curricular activities in order to develop character traits among {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"}?

Please select all that apply.

1. Volunteering or social action opportunities (e.g. National Citizenship Service, Prince William Award, Duke of Edinburgh)
2. Sessions with role models (e.g. employers or voluntary organisations)
3. Debating
4. Hobby clubs
5. Outward bound activities/outdoor learning
6. Subject learning clubs
7. Sports clubs
8. Performing arts clubs
9. External programmes or providers that specifically develop character (e.g. #iwill campaign, WE Schools, Envision)
10. Something else [please specify]
11. None of these EXCLUSIVE

{ASK ALL}

TraitMon

ANALYSIS: "Character education monitoring"

Does your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"} **formally monitor** {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"} development of desirable character traits?

1. Yes
2. No

{IF CHARPLAN OR TRAITMON = 1}

CharTime

ANALYSIS: "Character education time period"

When would you say your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"} started placing an emphasis on character education?

1. 5+ years ago

2. 3-5 years ago
3. 1-3 years ago
4. Within the last year
5. My {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"} doesn't place an emphasis on character education
6. Don't know

NODK

{ASK ALL}

CBar

ANALYSIS: "Character education barriers"

Are any of the following significant barriers to your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"} in trying to develop desirable character traits among {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"}?

Please select all that apply.

1. Lack of knowledge or information about character education
2. Lack of engagement from your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"} staff
3. Lack of engagement from {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupils" / SchoolType=5-6 "students"}
4. Lack of engagement from parents/caregivers
5. Lack of character development policy within the {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"}
6. Lack of budget
7. Other priorities within the {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"} (e.g. {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupil" / SchoolType=5-6 "student"} attainment, other competing time demands)
8. Other barriers [please specify]
9. No barriers EXCLUSIVE

SET PARTIALLY PRODUCTIVE OUTCOME AT THIS POINT.

NCOUTCOME = 210

{ASK ALL}

DiffSour

Now we are going to ask about different character education programmes that your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"} may have engaged with.

{ASK ALL}

CharSour

ANALYSIS: "Character education sources"

Which of the following sources have influenced character education at your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"}?

Please select all that apply.

1. Department for Education
2. Jubilee Centre for Character and Virtues
3. ACE (Association of Character Education)
4. Ofsted
5. Positive Education/Positive Psychology
6. External Provider/Programme
7. Other (please specify)
8. None of the above EXCLUSIVE

{IF 2 IS SELECTED IN 'CHARSOUR'}

JCCVInt

We would now like to ask you about the specific Jubilee Centre for Character and Virtues resources that you and/or colleagues use in your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"}.

{IF 2 IS SELECTED IN 'CHARSOUR'}

JCCVRes

{DISPLAY 3 ANSWER OPTIONS PER PAGE; INCLUDE IMAGE FOR EACH ANSWER OPTION A-I AS SPECIFIED IN 1.7 ABOVE}

ANALYSIS: "JCCV resources"

To what extent do you and/or colleagues in your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"} use:

JCCVRes_1

- a. A Framework for Character Education in Schools?
 1. Frequently used
 2. Used once / infrequently
 3. Never used

- b. Primary Programme of Study?
 1. Frequently used
 2. Used once / infrequently
 3. Never used

- c. Secondary Programme of Study?
 1. Frequently used
 2. Used once / infrequently
 3. Never used

JCCVRes_2

- d. Teaching Character Through the Primary Curriculum?
 1. Frequently used
 2. Used once / infrequently
 3. Never used

- e. Teaching Character Through Subjects (Secondary)?
 1. Frequently used
 2. Used once / infrequently
 3. Never used

- f. Character Education: The Evaluation Handbook for Schools?
 1. Frequently used
 2. Used once / infrequently

3. Never used

JCCVRes_3

- g. The Knightly Virtues?
 1. Frequently used
 2. Used once / infrequently
 3. Never used

- h. My Character: A Journalling Project on Future-Mindedness?
 1. Frequently used
 2. Used once / infrequently
 3. Never used

- i. Flourishing from the Margins?
 1. Frequently used
 2. Used once / infrequently
 3. Never used

{IF MORE THAN ONE 'JCCVRES' OPTION (A - I) = 1}

JCCVMain

Which of the following is the **principal** resource from the Jubilee Centre for Character and Virtues that is used in your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"}?

{DISPLAY ALL JCCVRES OPTIONS FROM JCCVRES WHERE RESPONSE = 1}

{IF 2 IS SELECTED IN 'CHARSOUR'}

JCCVTime

ANALYSIS: "JCCV awareness"

When did your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"} first become aware of the Jubilee Centre for Character Virtues approach to character education?

1. 5+ years ago
2. 3-5 years ago
3. 1-3 years ago
4. Within the last year
5. Don't know

NODK

{IF 2 IS SELECTED IN 'CHARSOUR'}

JCCVUnd

ANALYSIS: "JCCV influence on understanding"

To what extent would you say the Jubilee Centre for Character and Virtues has influenced your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"}'s **understanding** of character education?

1. To a great extent
2. To some extent
3. Not at all
4. Not sure / don't know

NODK

{IF 2 IS SELECTED IN 'CHARSOUR'}

JCCVPrac

ANALYSIS: "JCCV influence on delivery"

To what extent would you say the Jubilee Centre for Character Virtues has influenced the way your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"} ** delivers ** character education?

1. To a great extent
2. To some extent
3. Not at all
4. Not sure / don't know

NODK

{ASK ALL}

Ofsted

ANALYSIS: "Planning for Ofsted"

Is your {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "school" / SchoolType=5 "college" / SchoolType=6 "institution"} planning to expand or amend character education based on the new Ofsted framework?

1. Yes
2. No
3. Not sure / don't know

NODK

SET FULLY PRODUCTIVE OUTCOME AT THIS POINT:

NCOUTCOME = 110 (FULLY PRODUCTIVE)

{ASK ALL}

Link

In order to make your survey responses even more useful, JCCV may like to be able to link {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "schools" / SchoolType=5 "colleges" / SchoolType=6 "institutions"}' answers to administrative data, such as the National Pupil Database (NPD) or Ofsted. This would be to see whether differences in character education are related to levels of {TEXTFILL: SchoolType=1-4 OR SchoolType=99 "pupil" / SchoolType=5-6 "student"} attainment across different types of schools, colleges and institutions.

This information would only be used for research purposes; your personal details will be kept completely confidential. All information will be treated in line with the Data Protection Act.

If you have any questions or concerns about this, or would like to opt-out of any potential future data linkage, please email CharacterEducation@natcen.ac.uk or call 0800 652 9296.