



Character Education



What is Character and why is it important?

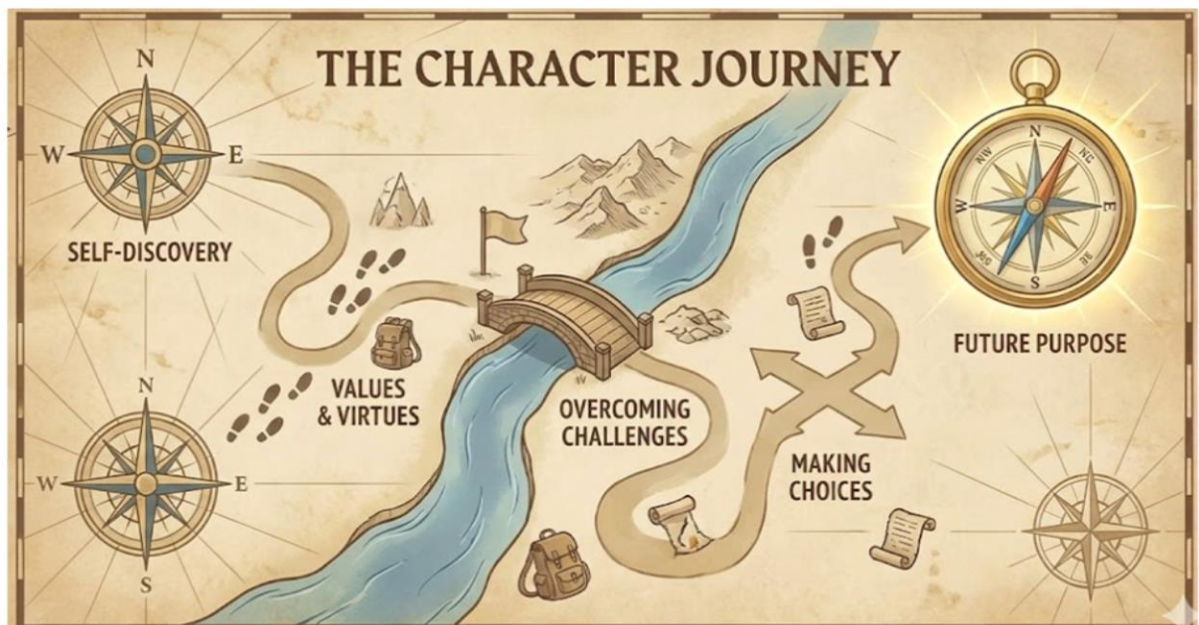
The choices you make when no one is looking

Character is who you are. It is what makes you... *you*. **It is the choices you make when no one is looking.** It is your values and your virtues.

Character is firmly embedded into all elements of life at Oakway Academy, including being closely aligned to our core values of Passion, Responsibility, Independence, Determination and Enjoyment.

Nothing Left to Chance

At Oakway Academy we insist that all children engage in a comprehensive character programme that develops them into the best versions of themselves, provides them with choices, and prepares them fully for the challenges they will face in the future.



What is Character Education?

Our Vision for Character Education: The Journey to 'Who You Are'

Character education is more than just a set of school rules; it is the deliberate effort to help students discover who they are, what they believe in, and how they choose to act. It is the process of developing the values and virtues—the internal "map"—that guides a person through life's challenges.

Why Character Education Matters

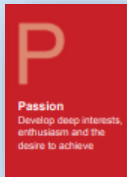
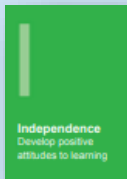
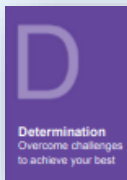
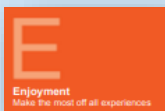
We believe that academic success and character development are inseparable. While academic skills provide the tools for the future, character provides the direction.

Defining Identity: It helps students understand what makes them "them".

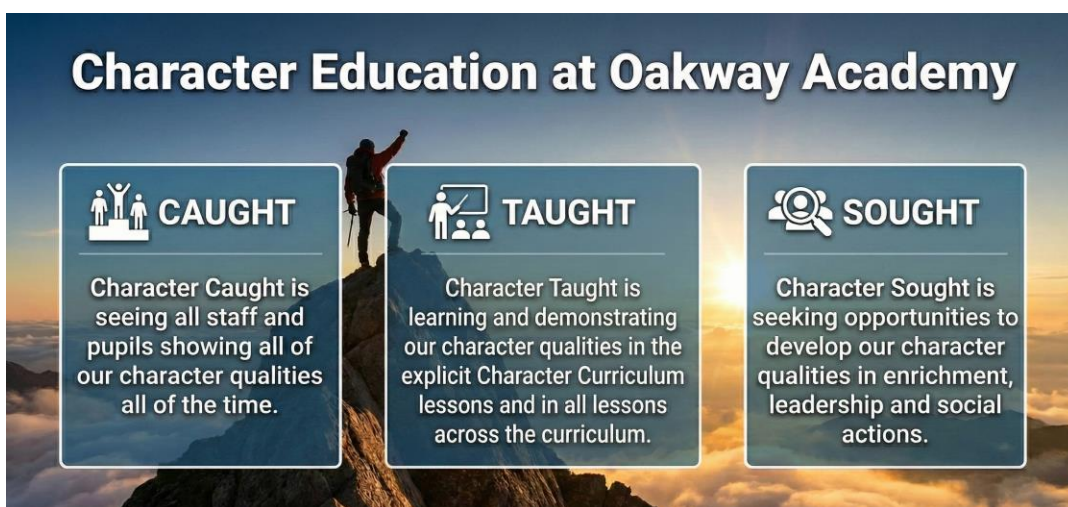
Guiding Action: It shapes how students act with others and how they behave when they are on their own.

Unlocking Opportunity: Building these qualities ensures students are not just ready for exams, but ready to pursue any path they choose in life.

Linking our Values and Character Qualities

Oakway Values	Definition and mission	Oakway Character Quality
Passion 	Develop deep interests, enthusiasm and the desire to achieve. ‘Have a goal and work hard to make it happen’ . Passionate students show ambition by working hard to reach their full potential. They are always looking for new possibilities and put in the extra effort to succeed in everything they do.	Ambition
Responsibility 	Take ownership over your actions and be committed. ‘Be truthful and fair’ . Responsible students show honesty and integrity in their actions, whether they are with others or on their own. They take ownership of their conduct and set a positive example for their peers.	EY–Y4 Honesty Y5–Y6 Integrity
Independence 	Develop positive attitudes to learning. ‘Be friendly, helpful and caring’ . Independent students use kindness and empathy to understand those around them while pursuing their own unique paths. They build mutual trust within the school community while developing their own character.	EY–Y3 Kindness Y4–Y6 Empathy
Determination 	Overcome challenges to achieve your best. ‘I do what I say’ . Determined students show commitment resilience and "bouncebackability". They persevere through tough times and take charge of their own learning and progress.	Commitment
Enjoyment 	Make the most of all experiences. ‘Do something even though we are a bit afraid / Be brave when taking action’ . Students show enjoyment by having the courage to embrace new challenges and try their best. They find inspiration in school life and build a sense of belonging through collaboration.	Courage

How do we embed character into everything we do?



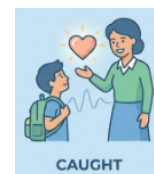
The choices you make when no one is looking

The Three Pillars of Intentional Character

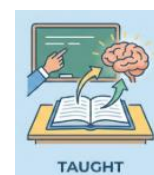
At Oakway, the curriculum ensures comprehensive development by addressing how character is **caught, taught, and sought**:

Caught: Embedding character within wider Academy life.

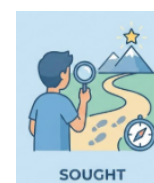
Curriculum, Pedagogy, Enrichments, Systems and routines all support character development.



Taught: Providing explicit, sequenced learning through dedicated character sessions that are developmentally appropriate for each year group.

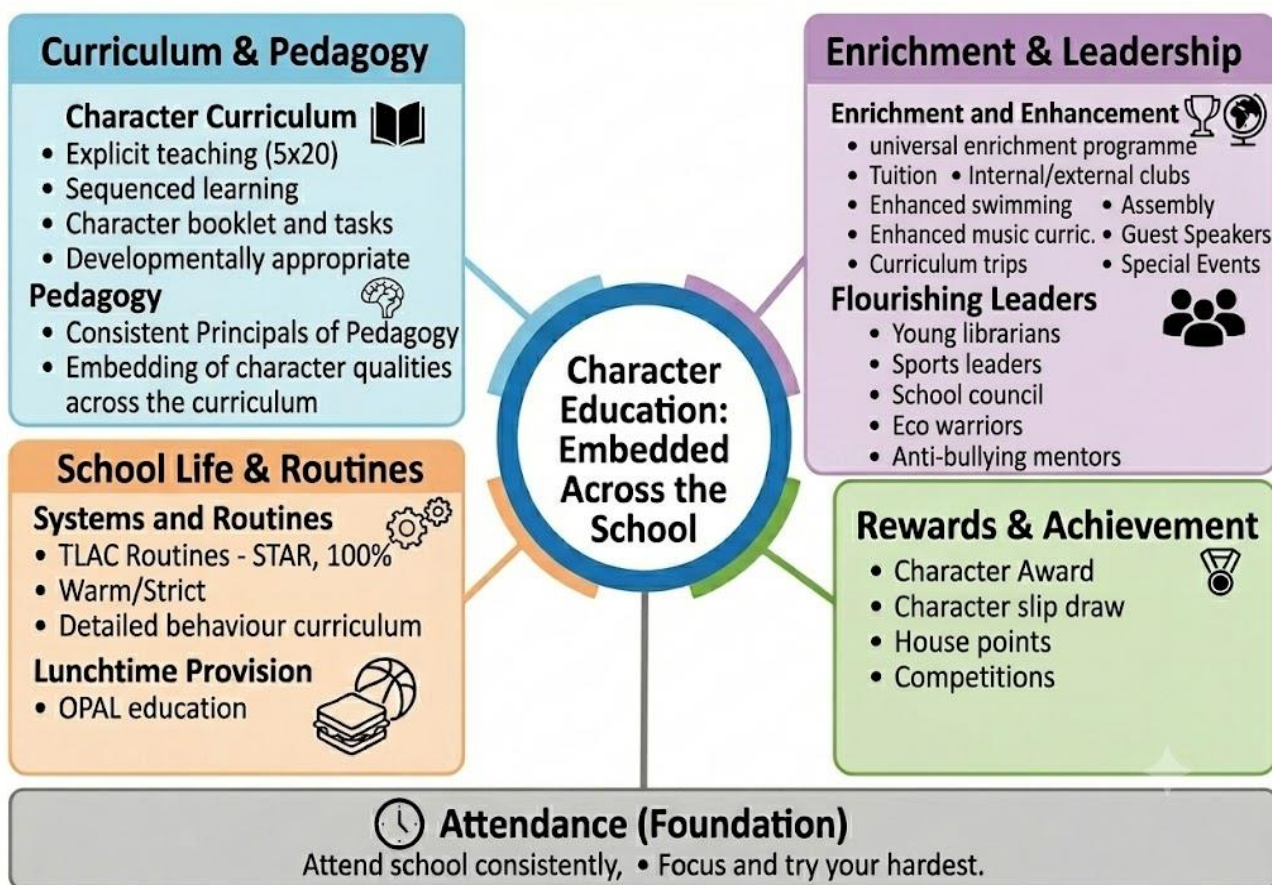


Sought: Encouraging pupils to actively seek out opportunities to demonstrate their values through "Flourishing Leader" roles, hobbies, service and interests, both inside and outside of the Academy.



How do we embed character into everything we do?

At Oakway Academy, character education is the heartbeat of our community; we operate with the firm belief that personal development must be intentional, ensuring that 'every moment matters'. Our holistic framework ensures that character is not just an addition to the school day but is deeply embedded in every interaction and routine.



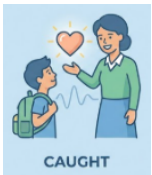
11:45-12:35	12:35-12:45	12:45-1:25	1:25-1:35	1:35-1:45	1:45-3:00	3:00-3:15	3:15-3:30
Lunch	Registration & Do Now	Maths Strategies	1:30-2:30 Y12 Club		2:30-3:00 Char. Curr.	3:00-3:15 PRIDE Award	Home time

Our Character Qualities

Ambition

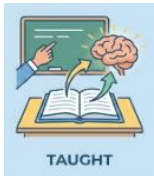
Values Link: Passion

Definition: 'Have a goal and work hard to make it happen'. Passionate students show **ambition** by working hard to reach their full potential. They are always looking for new possibilities and put in the extra effort to succeed in everything they do.



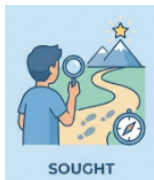
Caught:

- Being an exceptional learner
- Correcting errors
- High levels of attendance
- Going above and beyond in your learning
- Undertaking a developmental club or hobby – uniform groups, martial arts etc.



Taught:

- Becoming aware of their own potential and the possibilities available to them.
- Understand that other people do not define their future.
- To realise that unique ways of thinking can lead to world-changing ambitions.



Sought:

- Setting personal goals
- Aiming High
- Taking on a leadership role
- Regularly completing homework tasks

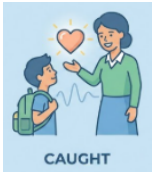


Our Character Qualities

Honesty / Integrity

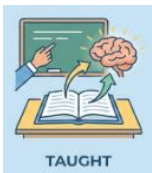
Values Link: Responsibility

Definition: 'Be truthful and fair'. Responsible students show **honesty and integrity** in their actions, whether they are with others or on their own. They take ownership of their conduct and set a positive example for their peers.



Caught:

- Accepting responsibility when things go wrong
- Asking for help or support
- Being an upstander
- Conducting leadership roles with honesty and integrity



Taught:

- Developing self worth
- Understanding multiple perspectives
- Using the restorative approach



Sought:

- Being a role model in supporting others
- Volunteering your time towards a desired outcome
- Mentoring a peer



Our Character Qualities

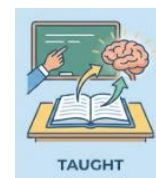
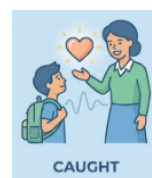
Kindness/ Empathy

Values Link: Independence

Definition: 'Be friendly, helpful and caring'. Independent students use **kindness and empathy** to understand those around them while pursuing their own unique paths. They build mutual trust within the school community while developing their own character.

Caught:

- Receiving PRIDE slips
- Using the check-in boards with honesty
- Compliments to friends and peers
- Understanding others perspectives
- Following Academy routines and systems
- Classroom helpers

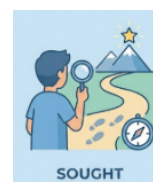


Taught:

- Antibullying curriculum and assemblies
- Using the Oracy strategies to enhance learning (pair talk, Think-Pair-Share,

Sought:

- Being an upstander
- Taking care of others – family visits
- Resolving conflicts between peers
- Looking after somebody who is hurt or upset
- Listening with care



Our Character Qualities

Commitment

Values Link: Determination

Definition: 'I do what I say'. Determined students show **commitment** resilience and "bouncebackability". They persevere through tough times and take charge of their own learning and progress.

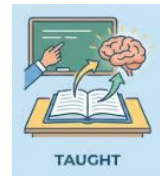
Caught:

- Regularly completing homework
- High levels of attendance
- Sticking with a task when it is difficult
- Having a go at challenges
- Using supports or scaffolds
- Leadership groups – such as school council, eco warriors



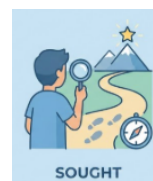
Taught:

- Developing a growth mindset
- Modelling how to overcome difficulties and work through problems
- Being reliable
- Goal setting



Sought:

- Attending tuition
- Commitment to external clubs and hobbies
- Attending community events
- Saturday School/ Language Schools



Our Character Qualities

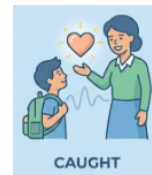
Courage

Values Link: Enjoyment

Definition: 'Do something even though we are a bit afraid / Be brave when taking action'. Students show enjoyment by having the **courage** to embrace new challenges and try their best. They find inspiration in school life and build a sense of belonging through collaboration

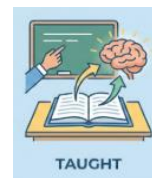
Caught:

- Learning from mistakes
- Being brave with new learning or challenges
- Using a 'Strong Voice'
- Taking part in learning discussions
- Trying new things – food, games, friendships



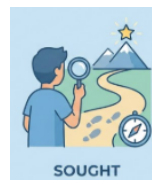
Taught:

- Understanding bravery
- Controlling and utilising your emotions
- Processing difficult situations
- Planning to overcome challenges



Sought:

- Trying new hobbies or clubs
- Undertaking leadership roles
- Presenting to others
- Performances, recitals



Oakway Academy Character Award

Over the course of the year, Oakway Academy have the opportunity to work towards achieving awards in each of the 5 character qualities – Ambition, Honesty (Integrity), Kindness (Empathy), Commitment and Courage.

Children's successes will be celebrated through earning Character Slips. Each of these will be recorded on our reward system for easy monitoring. Pupils or parents and carers can submit evidence of extracurricular work towards each of the Character Qualities.

The table below sets out the criteria for attaining each award.

Strand	Ambition	Honesty/ Integrity	Kindness/ Empathy	Commitment	Courage
Attendance	Maintain above 95% attendance				
Character Slips	15+ Ambition points added to Classcharts system	15+ Honesty points added to Classcharts system	15+ Kindness points added to Classcharts system	15+ Commitment points added to Classcharts system	15+ Courage points added to Classcharts system
Enrichment/ Action	1+ extracurricular ambition point awarded	1+ extracurricular ambition point awarded	1+ extracurricular ambition point awarded	1+ extracurricular ambition point awarded	1+ extracurricular ambition point awarded

Universal Enrichment Programme

The case for universal enrichment

We believe that a truly great education is about more than just what happens at a desk; it's about the moments that spark a child's imagination and show them what is possible. For our children, many of whom face significant challenges outside of school, these opportunities are often out of reach. We see a clear "experience gap" where some children have access to a world of music, sport, and culture, while others do not. This enrichment programme is our way of levelling that playing field.

By making these activities a natural part of the school day for everyone, we aren't just teaching new hobbies—we are building the **character** our children need to thrive. We want to move away from the idea that extra opportunities are "extras" or rewards to be earned; instead, we see them as a **fundamental right**. Our goal is to ensure that every child, regardless of their circumstances, has the chance to discover a hidden talent, find a new passion, and realise that there are no limits to what they can achieve.

	STEM	Physical Development / Sport	Outdoor/ Adventure	Skill	Creative	Digital content
Early Years	Regular visits in groups of up to 10 children to local old person home to create generational links. Activities around the site.					
Year 1 & 2	Lego Building (TW)		Forest School (JC)	Cooking (JI)	Cultural experiences (CB) Art Club (TH)	
Year 3 & 4	Logic and Escape room challenges (JB)	Dance (LS)	Adventure Geography (DR/RB)	Lego challenges (ZC)	Art Club (AW)	
Year 5 & 6	STEM Challenge (SP)	Futsal (BL)		Crochet (BK)	Performing Arts (LM) Stop motion animation (JL)	Oakway Herald - Journalism (SL/LW)

Universal Enrichment Programme

Oakway's Pupil Leadership Opportunities

Pupil leadership gives children the chance to take charge, share their ideas, and help make important choices. At Oakway Academy, our **flourishing leaders** helps children to learn how to be responsible, solve problems, and work well with others.

Key Benefits

- **Builds confidence**

Children feel good about themselves when they lead and succeed.

- **Teach responsibility**

Children learn to be reliable and accountable for their actions.

- **Gives a voice**

Children help shape school life and share opinions that adults listen to.

Flourishing leaders

School council
Eco warrior
Anti-bullying ambassador
Reading champion
Young librarian
Maths champion
Sport leader

Children show an interest in becoming a flourishing leader by applying to their class who then vote accordingly.

Meetings are held fortnightly and supported by teachers.

Character Curriculum

A well-structured character curriculum is essential for fostering holistic pupil development by ensuring that personal growth is never accidental, but rather a deliberate and intentional part of school life. By adopting the philosophy that **nothing is left to chance**, an educational framework ensures that character is consistently reinforced through every interaction, routine, and lesson.

Year-on-Year Complexity Growth

As the curriculum repeats annually, the 'Character sessions' should evolve in the following way:

EY/Year 1-2 (Foundations): Focus on vocabulary.

Children learn the words (e.g. 'What is courage?') and the physical feelings associated with them.

Year 3-4 (Expansion) Focus on perspective.

Children learn how their honesty or kindness affects the group dynamic and friendships.

Year 5-6 (Mastery): Focus on Nuance.

Children explore the grey areas (e.g. 'When is it hardest to have courage?') and take on leadership roles to model these traits for younger pupils.

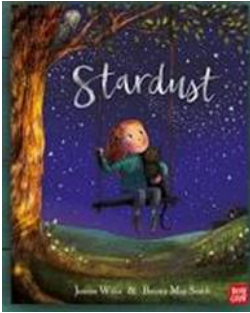


Ambition Quality

As we develop the **Ambition** curriculum, the focus moves from "**The Wonder of Discovery**" (Age 4) to "**The Vision for the Future**" (Age 11). While Ambition is the *drive* to get there, Aspiration is the *dream* that sets the direction.

Year group	Stage	Focus	Core concept
Reception	Foundations	Wonder & specialness	Everyone is 'Stardust'; the world is full of wonder.
Year 1	Beginnings	The Power of 'Yet'	Starting small; making your mark on the world.
Year 2	Potential	Breaking barriers	Seeing beyond limits; 'If I can see it, I can be it.'
Year 3	Imagination	Story of my life	Using stories and heroes to build a vision for the future.
Year 4	Innovation	Problem solving	Aspiring to change things; thinking like an inventor.
Year 5	Scale	Global horizon	Looking at the 10-year horizon' aspirations for the planet.
Year 6	Legacy	The transition vision	Leaving a mark; setting a course for secondary school.

Ambition Quality – Book Spine

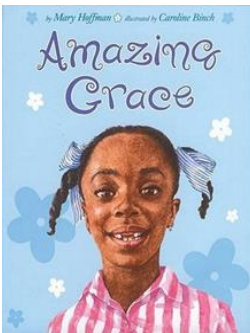
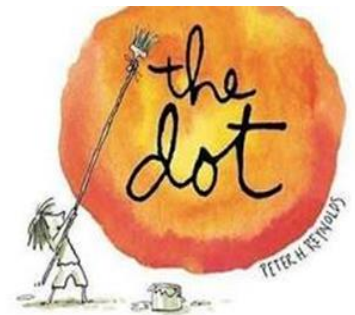


Year R
Title: Stardust
Author: Jeanne Willis

A little girl feels like she is always in her sister's shadow. Her sister is the star at everything! But her grandfather tells her a secret: that everything in the world is made of stardust. This beautiful story helps children understand that we all have our own time and way to shine.

Year 1
Title: The Dot
Author: Peter H Reynolds

Vashti believes she can't draw, but her teacher encourages her to "just make a mark and see where it takes you." What starts as a single angry dot on a page turns into a journey of self-discovery and creativity. A wonderful book for anyone who has ever felt they aren't "good" at something.



Year 2
Title: Amazing Grace
Author: Mary Hoffman

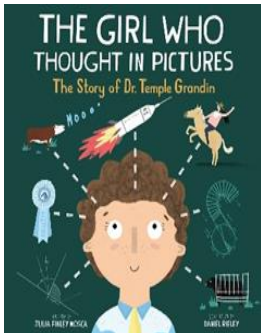
Grace loves stories and loves to act them out. When her school decides to put on a production of Peter Pan, Grace wants the lead role. Some classmates tell her she can't be Peter because she's a girl and she's black. Encouraged by her grandmother, Grace learns that she can be anything she wants to be if she puts her mind to it.

Year 3
Title: The Fantastic Flying Books of Mr. Morris Lessmore
Author: W.E. Joyce

A poignant and imaginative story about the love of books and their power to illuminate our lives. After a storm blows everything away, Morris Lessmore finds himself in a library where the books are alive. It is a tribute to the lasting impact of stories and how they can change a person's world.



Ambition Quality – Book Spine



Year 4

Title: The Girl Who Thought in Pictures

Author: Julia Finley Mosca

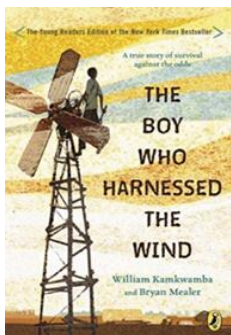
After getting caught in a lie, Libby decides to tell only the absolute truth. However, she soon learns that the "honest-to-goodness truth" can sometimes be hurtful if told without kindness or at the wrong time. Libby must learn the delicate balance between being honest and being compassionate.

Year 5

Title: Mae Among the Stars

Author: Roda Ahmed

Ping is a young boy with a green thumb, but when the Emperor holds a contest to see who can grow the most beautiful flower from a special seed, Ping's pot remains empty. Despite his shame, he presents his empty pot to the Emperor, only to discover that his honesty is the greatest prize of all.



Year 6

Title: The Boy Who Harnessed the Wind

Author: William Kamkwamba & Bryan Mealer

When a terrible drought strikes William's village in Malawi, he is forced to leave school. Using old science books from the library and scraps from the junkyard, William builds a windmill that brings electricity and water to his community. A true story of innovation and resilience.

[\[LINK TO BOOK\]](#)

[Ambition Curriculum.docx](#)

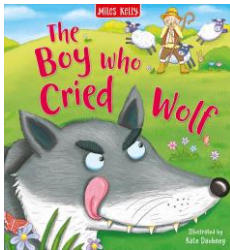


Honesty/Integrity Quality

As we develop the **Honesty/Integrity** curriculum, the focus moves from **"telling the truth about what happened"** (Ages 4-7) to **"doing the right thing even when no one is watching"** (Ages 8-11).

Year group	Stage	Focus	Core concept
Reception	Foundations	Accuracy – knowing the difference between real and make believe	Understanding the difference between real and pretend.
Year 1			Taking ownership of own's actions and knowing honesty is a 'seed' that grows trust.
Year 2		Ownership – admitting to mistakes or accidents without fear	Understanding lies 'stick' to you and affect how you feel inside .
Year 3	The Social Context		Understanding honesty as 'glue' for relationships and how 'stretching the truth' can damage trust.
Year 4		Integrity – doing the right thing when there is no reward	Learning that integrity involves being truthful and being kind.
Year 5	Integrity and Ethics		Ethical debating 'white lies' versus 'hard truths'.
Year 6		Moral courage – challenging others when they are being dishonest	Bravery to be an 'upstander' even when it is socially risky.

Honesty Quality – Book Spine



Year R

Title: The Boy who Cried Wolf

Author: Miles Kelly

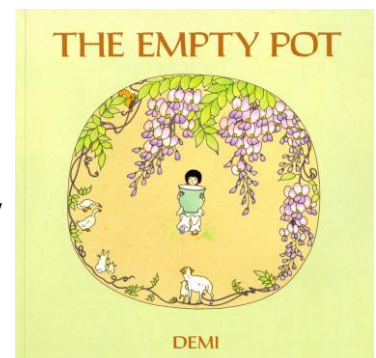
A shepherd boy repeatedly tricks villagers into believing a wolf is attacking his flock of sheep. When a real wolf appears and the boy cries for help, the villagers dismiss it as another false alarm.

Year 1

Title: The Empty Pot

Author: Demi

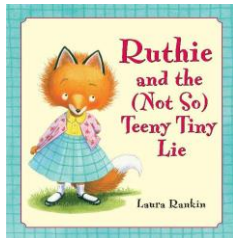
The emperor, who loved flowers, need to choose an heir so he gave a flower seed to each child in the kingdom. Ping tended to his seed every day, but month after month passes and nothing grows. When spring comes, Ping must go to the Emperor with nothing but an empty pot.



Year 2

Title: Ruthie and the (not so) Teeny Tiny Lie

Author: Laura Rankin



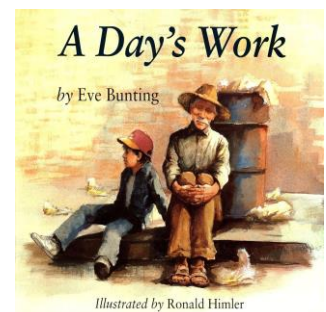
Ruthie loves little things and so when she finds a teeny tiny camera on the school playground she wants to keep it, but there's one problem; it isn't hers. Ruthie tells the teacher and her friends that she got the camera for her birthday. How could one little camera turn into such a great problem?

Year 3

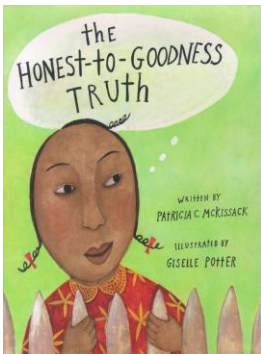
Title: A Day's Work

Author: Eve Bunting

Francisco, a young Mexican-American boy, moves to America with his grandfather, Abuelo, who does not speak English. When Francisco helps his grandfather find work as a gardener, he exaggerates his grandfather's skills to secure the job resulting in pulling up flowers instead of weeds. His grandfather find a way to show Francisco the importance of honesty and responsibility.



Honesty Quality – Book Spine



Year 4

Title: The Honest-to-Goodness Truth

Author: Patricia McKissack

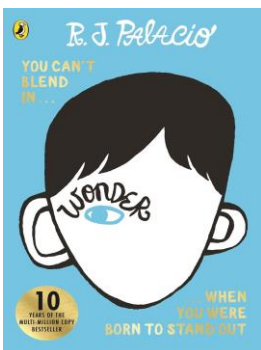
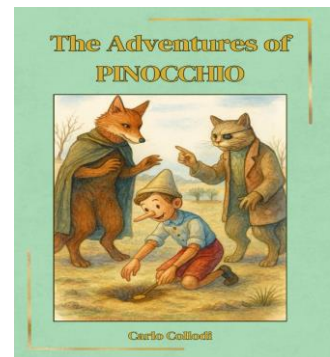
Ever since Libby started telling the truth, the whole world seems to be mad at her. First, it's her best friend, who gets upset when Libby tells all their friends that she has a hole in her sock. Then Libby tells the teacher Willie hasn't done his homework. It seems that telling the truth isn't always so simple. Can Libby figure out what it really means to be truthful and make amends?

Year 5

Title: The Adventures of Pinocchio

Author: Carlo Collodi

Pinocchio is a lively, curious, and mischievous puppet who embarks on countless adventures: surprising encounters, temptations, lies that make his nose grow, true friendships, and difficult challenges. Each step in his journey of growth-through mistakes, regards and discoveries-towards his greatest dream: becoming a real boy.



Year 6

Title: Wonder

Author: R. J. Palacio

Auggie wants to be an ordinary ten-year-old. He does ordinary things - eating ice cream, playing on his Xbox. He *feels* ordinary - inside. But ordinary kids don't make other ordinary kids run away screaming in playgrounds. Ordinary kids aren't stared at wherever they go. All he wants is to be accepted - but can he convince his new classmates that he's just like them, underneath it all?

[Honesty Curriculum.docx](#)



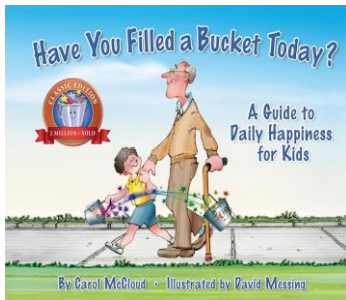
Kindness Quality

As we develop the **Kindness** curriculum, the focus moves from **"being nice"** (Age 4) to **"being empathetic"** (Age 11).

Understanding what kindness looks and feels like is essential for understanding and acting upon the feelings of others.

Year group	Stage	Focus	Core concept
Reception	Foundations	Visible kindness	Learning that actions 'fill' or 'empty' people's feelings.
Year 1	Action	Impact of words	Understanding that kindness is a verb and words can leave lasting 'wrinkles'.
Year 2	Inclusion	Making others visible	Recognising the 'invisible' child and learning to welcome others
Year 3	Social consequence	Opportunity	Realising that kindness is a choice and missed chances matter.
Year 4	Perspective	Advocacy	Seeing the world through different eyes (compassion vs pity).
Year 5	Emotional intelligence	Presence	Mastering active listening and the biology of shared feelings.
Year 6	Moral leadership	The upstander	Choosing kindness in difficult and social hierarchies and creating a legacy.

Kindness Quality – Book Spine



Year R

Title: Have You Filled Your Bucket Today?

Author: Carol McCloud

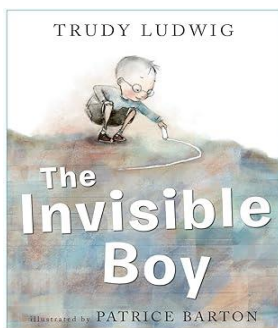
An important lesson to teach and remind us all . . . that showing kindness and appreciation of others goes a long way to making this world a happier place for everyone, including ourselves. A classic tale, beautifully told and beautifully shared.

Year 1

Title: Be Kind

Author: Pat Zietlow Miller

When Tanisha spills grape juice all over her new dress, her classmates contemplates how to make her feel better and what it means to be kind. From asking a new girl to play to standing up for someone being bullied, this moving and thoughtful story explores what a child can do to be kind.



Year 2

Title: The Invisible Boy

Author: Trudy Ludwig

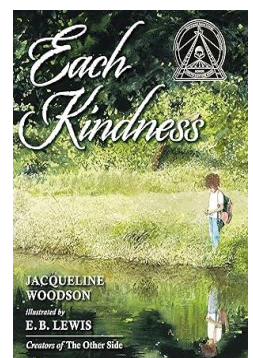
Meet Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party... until, that is, a new kid comes to class. When Justin, the new boy arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

Year 3

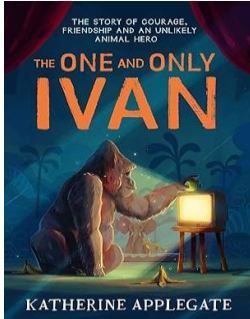
Title: Each Kindness

Author: Jacqueline Woodson

Chloe and her friends won't play with the new girl, Maya. Every time Maya tries to join Chloe and her friends, they reject her. Eventually Maya stops coming to school. When Chloe's teacher gives a lesson about how even small acts of kindness can change the world, Chloe is stung by the lost opportunity for friendship, and thinks about how much better it could have been if she'd shown a little kindness toward Maya.



Kindness Quality – Book Spine



Year 4

Title: The One and Only Ivan

Author: Katherine Applegate

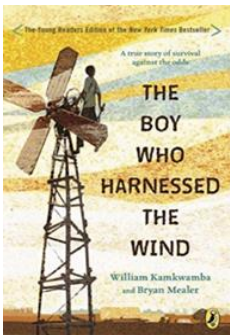
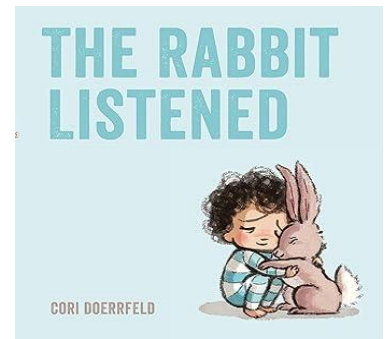
Ivan is an easy-giving gorilla who has spent his life performing for the crowds at the Exit 8 shopping mall. He rarely misses life in the jungle but everything changes when a baby elephant called Ruby arrives and Ivan realises he must find a new life for them both.

Year 5

Title: The Rabbit Listened

Author: Cori Doerrfeld

When something terrible happens, Taylor doesn't know where to turn. One by one, the animals try to tell Taylor how to process his loss, and one by one they fail. Then the rabbit arrives. All the rabbit does is listen, which is just what Taylor needs.



Year 6

Title: The Boy Who Harnessed the Wind

Author: William Kamkwamba & Bryan Mealer

When a terrible drought strikes William's village in Malawi, he is forced to leave school. Using old science books from the library and scraps from the junkyard, William builds a windmill that brings electricity and water to his community. A true story of innovation and resilience.

[\[LINK TO BOOK\]](#)

[Kindness Curriculum.docx](#)

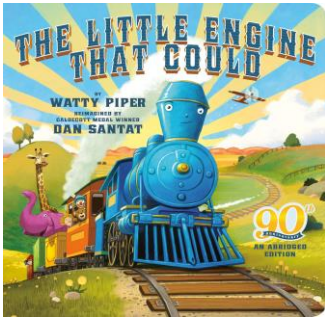


Commitment Quality

As we develop the **Commitment** curriculum, the focus moves from "**persistence**" (Age 4) to "**long-term dedication**" (Age 11). Understanding what commitment looks and creating a 'stick-to-it-iveness' required to see a task through.

Year group	Stage	Focus	Core concept
Reception	Foundations	Completion	The 'Little Engine' mindset; finishing what you start.
Year 1	Resilience	The Return	Managing frustration and returning to a task after a break.
Year 2	Persistence	Small Steps	The 'Coin Jar' effect; understanding that big things take time.
Year 3	Passion	Deepening	Committing to a specific interest or hobby over a whole term.
Year 4	Effort	The Iceberg	Understanding the 'hidden work' behind success.
Year 5	Cause	External Dedication	Committing to something bigger than yourself.
Year 6	Integrity	Honouring the Word	Keeping promises when they become difficult or inconvenient.

Commitment Quality – Book Spine



Year R

Title: The Little Engine That Could

Author: Watty Piper

The little engine that could is a classic tale of a little engine that, despite her size, triumphantly pulls a train full of wonderful things to the children waiting on the other side of a mountain.

Year 1

Title: The Most Magnificent Thing

Author: Ashley Spires

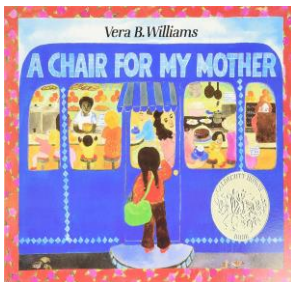
When a young girl has a wonderful idea, she is eager to make it happen. Easy-peasy!? But making her magnificent thing is anything but easy and after many tries, fails and further tries, she gives up. What will her dog do to help her?



Year 2

Title: A Chair For My Mother

Author: Vera B. Williams



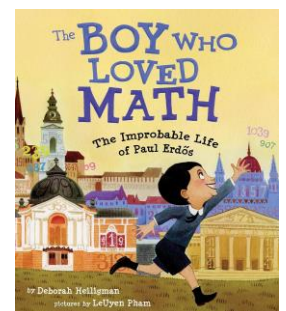
A story about a young girl, who along with her waitress mother, saves coins in a big jar in the hope that they can someday buy a new chair for their apartment. There hasn't been a comfortable place to sit since a fire in the previous home burned everything. The power of working together to share a common goal.

Year 3

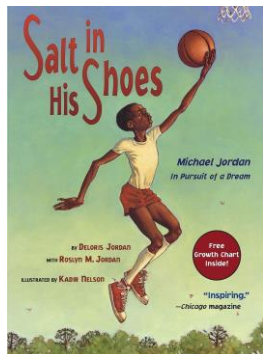
Title: The Boy Who Loved Math

Author: Deborah Helligman

At the age of four, Paul Erdos could ask when you were born and then calculate the number of seconds you had been alive in his head, but he didn't learn to butter his bread until he was twenty. A book that celebrates unusual character traits and what made 'Uncle Paul' a great man.



Commitment Quality – Book Spine



Year 4

Title: Salt In His Shoes

Author: Deloris and Roslyn M. Jordan

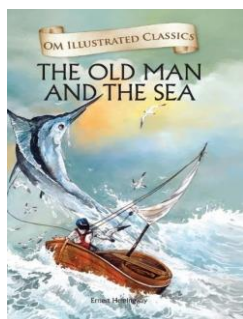
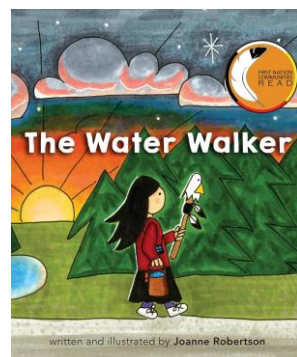
Michael Jordan. The mere mention of the name conjures up visions of basketball played at its absolute best. But as a child, Michael almost gave up on his hoop dreams, all because he feared he'd never grow tall enough to play the game that would one day make him famous.

Year 5

Title: The Water Walker

Author: Joanne Robertson

Nokomis walks to raise awareness of our need to protect Nibi (water) for future generations, and for all life on the planet. She, along with other people walked around the lakes and oceans to invite us all to take up our responsibility to protect our water for all generations.



Year 6

Title: The Old Man and the Sea

Author: Ernest Hemingway

For old man Santiago, catching the biggest fish in the deep sea has become an obsession. But even after 84 days at sea, the old man is unable to break the bad luck that seems to be following him around. Will anyone support his passion? Will Santiago's luck change?

[Commitment Curriculum.docx](#)

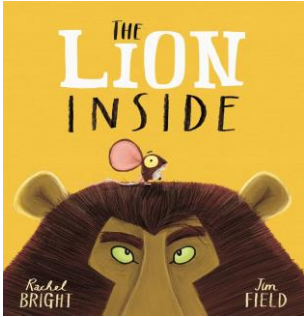


Courage Quality

As we develop the **Courage** curriculum, the focus moves from **"doing something scary"** (physical courage), **"standing up for what is right"** (social courage) to **"being okay with failure"** (emotional courage).

Year group	Stage	Focus	Core concept
Reception	Foundations	Inner Strength	Identifying the 'Lion' and the 'Mouse' within; trying new things.
Year 1	Action	Taking the leap	Moving out of the 'Safety Zone' (The Power of Yet).
Year 2	Inclusion	The Brave Voice	Standing up for oneself and asking for help.
Year 3	Social consequence	Being Yourself	The courage to be different and share your story.
Year 4	Perspective	Fear vs. Action	Understanding that courage requires fear (calculated risk).
Year 5	Emotional intelligence	Speaking Up	Standing up for big ideas or injustice (The Upstander).
Year 6	Moral leadership	Resilience	Intellectual courage and bravery during life transitions.

Courage Quality – Book Spine



Year R

Title: The Lion Inside

Author: Rachel Bright

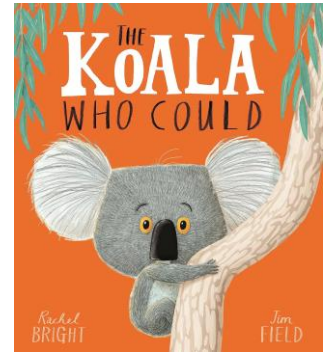
Fed up of being ignored by the other animals, Mouse wishes he could roar like Lion. But, as he discovers, even the biggest, bossiest people are scared sometimes.... and even the smallest creatures can have the heart of a lion!

Year 1

Title: The Koala who Could

Author: Rachel Bright

Meet Kevin. A koala who likes to keep things the same. Exactly the same. But sometimes change comes along whether we like it or not... And, as Kevin discovers, if you step outside your comfort zone and try new things, you might just surprise yourself!

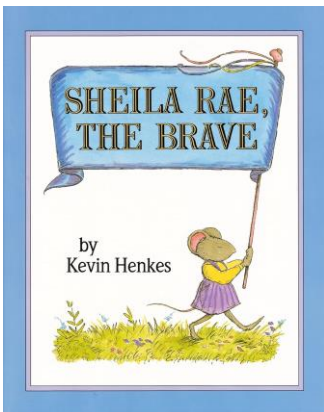


Year 2

Title: Sheila Rae, The Brave

Author: Kevin Henkes

Sheila Rae wasn't afraid of anything – not thunder, not lightning, not the big black dog at the end of the block. When her sister wouldn't walk home a new way, Sheila Rae called her names. But all the bravado in the world failed to help when Sheila Rae found herself lost. Who would help her?

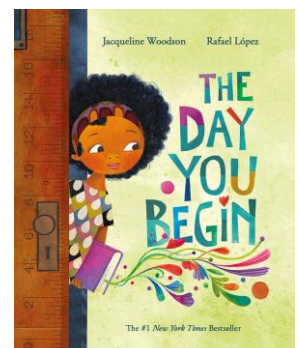


Year 3

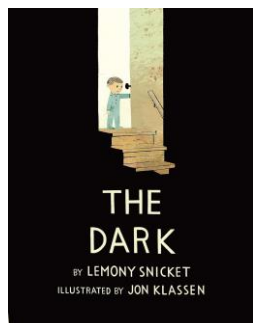
Title: The Day You Begin

Author: Jacqueline Woodson

It may be how you look or the way you talk, where you're from; maybe it's what you eat or what your hair is like. Feeling like an outsider can be scary at first, but the day you begin to share your stories might just be the day others find the courage to share theirs too.



Courage Quality – Book Spine



Year 4

Title: The Dark

Author: Lemony Snicket

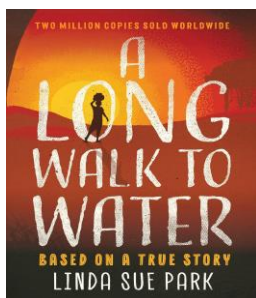
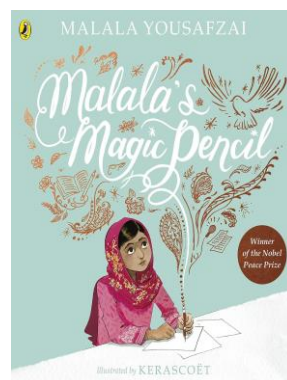
Laszlo is afraid of the dark. The dark lives in the same house as Laszlo but mostly spends its time in the basement. It doesn't visit Laszlo in his room. Until one night it does.... Join Laszlo on his journey to meet the dark, and find out why it will never bother him again.

Year 5

Title: Malala's Magic Pencil

Author: Malala Yousafzai

As a child in Pakistan, Malala made a wish for a magic pencil that she could use to redraw reality. As she grew older, Malala wished for bigger and bigger things. She saw a world that needed fixing. And even if she never found a magic pencil, Malala realised that she could still work hard every day to make her wishes come true.



Year 6

Title: A Long Walk to Water

Author: Linda Sue Park

Eleven-year-old Salva is forced to flee on foot when his village comes under attack. Travelling across the African continent on foot in search of his family and a safe place to say.

Meanwhile, Nya walks eight hours to the pond every day to fetch water.

[Courage Curriculum.docx](#)

Character Journey at Home

A guide for Families

At Oakway Academy, we believe that education is about more than just academic grades; it is about the person your child is becoming. Character is what makes your child who they are—it is their values, their virtues, and how they act when they are on their own.

Passion / Ambition: We encourage students to find their 'spark' and work hard to reach their full potential.

Responsibility / Honesty & Integrity: We teach students to take ownership of their conduct and set a positive example to others.

Independence / Kindness & Empathy: We help children understand their own unique path while building mutual trust and caring for their community.

Determination / Commitment: We foster 'bouncebackability' - the resilience to stay positive and keep going when things get tough.

Enjoyment / Courage: We celebrate the bravery it takes to embrace new challenges and find inspiration in learning.

Supporting the Journey at Home

Character isn't just built in the classroom; it grows through every interaction and challenge. Here are a few ways you can support this journey at home:

1. **Encourage bouncebackability:** When your child finds a task difficult, praise their determination and perseverance.
2. **Foster ambition:** Talk to your child about their interests and help them see the wider world of possibilities for their future.
3. **Model responsibility:** Discuss the importance of integrity – doing the right thing when no one is watching
4. **Practice empathy:** Encourage them to consider the feelings of others, helping them build the social intelligence and kindness needed for strong relationships
5. **Celebrate courage:** Recognise when they try something new or difficult, highlighting that enjoyment comes from the bravery of participation