

## Highfields 'Character 120'

### **Personal Development Across the Curriculum - Objectives Bank**

| <b><u>I</u>ntellectual Aims</b>  | <b><u>P</u>erformance Aims</b>  | <b><u>M</u>oral / Ethical Aims</b>  | <b><u>C</u>ivic Aims</b>  | <b><u>D</u>igital Age Character</b>   |
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| <i>Curious<br/>Thoughtful</i>  | <i>Diligent<br/>Determined</i>  | <i>Self-Aware<br/>Compassionate</i>   | <i>Charitable<br/>Democratic</i>  | <i>Open-Minded<br/>Discerning</i>   |
| <ol style="list-style-type: none"> <li>1. To develop a curiosity about the world.</li> <li>2. To develop curiosity into specific areas of interest.</li> <li>3. To be able to identify subjects that are of particular interest.</li> <li>4. To communicate in a group situation effectively - non-verbal and verbal.</li> <li>5. To be able to recount an experience, event or story in a chronological way.</li> <li>6. To be able to recount an experience, event or</li> </ol> | <ol style="list-style-type: none"> <li>1. To follow a healthy daily routine of work days / weekdays.</li> <li>2. To recognise the important of consistent attendance to the place of work you a member of.</li> <li>3. To be able to actively switch attention, proactively focusing on the issue at hand and putting aside distractions.</li> <li>4. To be punctual and make daily deadlines</li> <li>5. To be aware of your strengths and weaknesses.</li> <li>6. To take responsibility for personal performance.</li> </ol> | <ol style="list-style-type: none"> <li>1. To be able to speak about what they like and dislike.</li> <li>2. To be able to speak about what they feel is fair and unfair.</li> <li>3. To be able to speak about what they feel is right and wrong.</li> <li>4. To share their opinions on things that matter to them and explain their view</li> <li>5. To develop self-awareness around emotions.</li> <li>6. Identify “things that bug them” (trigger situations).</li> <li>7. Describe the emotional and</li> </ol> | <ol style="list-style-type: none"> <li>1. To recognise the inherent similarities and differences between your personality and others.</li> <li>2. To recognise a person's worth is independent of ethnicity, nationality, class, gender, sexuality and religion.</li> <li>3. To recognise others may hold different perspectives about the same situation / issue.</li> <li>4. To be tolerant of different beliefs, abilities, ages, cultures, and appearances which</li> </ol> | <ol style="list-style-type: none"> <li>1. To develop understanding of how computer and technology works – and the possibilities for it assisting learning.</li> <li>2. To talk about the different forms of information (text, images, sound, multimodal) and understand some are more useful than others.</li> <li>3. To be able to assess the benefits of using different programs for a specific task.</li> <li>4. To be able to use a variety of</li> </ol> |

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| <p>story as a sequence of interconnected events.</p> <ol style="list-style-type: none"> <li>7. To formulate what, where, when questions.</li> <li>8. To formulate how and why questions.</li> <li>9. To gather and use data (including assessing the validity and reliability of sources of data and using a variety of sources.</li> <li>10. To gather evidence through different approaches to reading: <ol style="list-style-type: none"> <li>a. Close reading</li> <li>b. Skimming</li> <li>c. Scanning</li> </ol> </li> <li>11. To prioritise some evidence over others in terms of power, relevance, reliability.</li> <li>12. To draw and defend conclusions using evidence and not just assertion.</li> </ol> | <ol style="list-style-type: none"> <li>7. To be able to trust somebody else as a guiding figure.</li> <li>8. To work towards stated goals in learning.</li> <li>9. To work within time limits.</li> <li>10. To understand easiest is not always best</li> <li>11. To be able to discuss longer-term career goals.</li> <li>12. To be able to discuss broader life goals in terms of travel, family etc.</li> <li>13. To understand the concept of delayed gratification.</li> <li>14. To display an awareness of a healthy lifestyle that supports commitment towards goals.</li> <li>15. To show perseverance with a problem.</li> <li>16. To follow a step-by-step plan.</li> <li>17. To formulate a step-by-step plan.</li> </ol> | <p>physical response to triggers.</p> <ol style="list-style-type: none"> <li>8. Regulate emotions in a trigger situation.</li> <li>9. Identify helpful vs. harmful responses to triggers.</li> <li>10. To recognise that they you make different choices and recognise the difference between right and wrong.</li> <li>11. To listen attentively and thoughtfully to the stories of others.</li> <li>12. To reflect upon the stories / experiences shared by others as a way of gaining 'second hand life experience'.</li> <li>13. To be able to identify different types of nonverbal communication (facial expressions, physical stance, hand gestures).</li> <li>14. To be able to identify emotions of others based on their non-verbal cues</li> </ol> | <p>may radically differ to your own but offer no threat.</p> <ol style="list-style-type: none"> <li>5. To be aware of oppressive and dangerous subcultures.</li> <li>6. To play team games, working with others cooperatively.</li> <li>7. To recognise the need for agreed boundaries and routines when working in a group situation.</li> <li>8. To identify behaviours that negatively impact the functioning of individuals and the group.</li> <li>9. To recognise different roles and statuses within an organisation.</li> <li>10. To recognise the different spaces of life – friendship circle, home / family, school, workplace, public areas – and the</li> </ol> | <p>software to present information.</p> <ol style="list-style-type: none"> <li>5. To be able to use an internet search engine for research, being discerning / selective with the information on offer.</li> <li>6. To follow a series of set operations, using a piece of software, to complete a goal.</li> <li>7. To develop awareness of relevant e-Safety issues and understand that personal information is unique to them.</li> <li>8. To identify characteristics of people who are worthy of their trust when interacting online.</li> <li>9. To practice discernment in what personal</li> </ol> |
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| <p>13. To be able to communicate with a specific aim:</p> <ol style="list-style-type: none"> <li>recount</li> <li>describe</li> <li>inform</li> <li>explain</li> <li>instruct</li> <li>persuade</li> </ol> <p>14. To use evidence to predict ahead.</p> <p>15. To be able to summarise a collection of ideas, issues, events etc through prioritising the most relevant / important parts.</p> <p>16. To compare and contrast two pieces of information.</p> <p>17. To be able to undertake a 'cost benefit analysis' ahead of decision making.</p> <p>18. To look at a collection of work by one person and recognise recurring elements.</p> <p>19. To deconstruct an author or speaker's</p> | <p>18. Given a complex task, to organise the task on paper, including the materials needed, the multi-faceted steps to accomplish the task, and a time frame.</p> <p>19. To review and revise a step-by-step plan.</p> <p>20. To listen to feedback (including criticism) and act upon it constructively.</p> <p>21. Explore the academic, social, emotional, and physical impact of not handling stressors in a way that is healthy and helpful.</p> <p>22. To use a variety of calming or coping strategies when faced with a stressor.</p> <p>23. To use strategies to shift negative self-talk or faulty thoughts to positive and helpful cognitions.</p> <p>24. To be able to distinguish between tasks / activities /</p> | <p>15. To understand others may experience different emotions despite appearing to be in the same situation.</p> <p>16. To develop empathy for people in situations different to your own.</p> <p>17. To recognise there are different types of relationships – some are healthy whereas some can be unhealthy / abusive.</p> <p>18. To understand the spectrum of banter, and how it can move to teasing and bullying, that bullying is wrong.</p> <p>19. To demonstrate examples of the need for honesty in school, in the workplace, and in everyday life</p> <p>20. To apply honest decision-making to daily life activities</p> <p>21. To recognise the potential</p> | <p>varying social norms within them.</p> <p>11. To recognise discipline within a group as a virtue rather than a simple matter of compliance.</p> <p>12. To demonstrate acceptance of rules, laws, and mores at home, school, community, and nation.</p> <p>13. To display a healthy questioning of rules, laws, mores and social norms.</p> <p>14. To understand the role and process of the judicial system and other systems of group discipline in our society.</p> <p>15. To recognise and respect the principle of private property and public property.</p> <p>16. To develop an awareness and appreciation that you are a resident of a neighbourhood, town, county and country.</p> | <p>information is shared online.</p> <p>10. To recognise the addictive nature of some forms of technology and software.</p> |
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| <p>argument into opinions and facts.</p> <p>20. To explore and experience new environments.</p> <p>21. To recognise some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (generalisation, distortion of events, and deletion of information, misconceptions or misperceptions about the motives of others).</p> <p>22. To be able to risk assess situations before acting upon them.</p> <p>23. To recognise share varieties of executive functioning skills.</p> <p>24. To share strengths in executive functioning skills with peers.</p> <p>25. To realise the importance of</p> | <p>experiences in terms of:</p> <ul style="list-style-type: none"> <li>○ Comfort Zone</li> <li>○ Stretch Zone</li> <li>○ Stress Zone</li> </ul> <p>25. To reflect on experience with a view to future planning.</p> <p>26. To manage strong emotions e.g. negativity and impulse.</p> <p>27. Evaluate how personal strengths used in studies can be fostered and utilized for success in the future.</p> <p>28. Having failed to achieve a predicted grade on a test, to be able to create a plan for improving performance for the next test.</p> | <p>consequences of deceit / duplicity.</p> <p>22. To recognise the personal quality of kindness.</p> <p>23. To recognise and respond to the need for positive affirmation for self and others.</p> <p>24. To recognise and manage the need for peer approval.</p> <p>25. To communicate assertively, recognising how this differs from aggressive and passive behaviour.</p> | <p>17. To work as part of a group to make democratic decisions.</p> <p>18. To engage in negotiation (including flexibility, self-advocacy and compromise).</p> <p>19. To accept democratic decisions even when they do not match your own position.</p> <p>20. To understand the difference between opinion and fact.</p> <p>21. To recognise different forms of government, at local, national and international level.</p> <p>22. To develop a respect for and appreciation (not necessarily uncritical) of our democratic system of government and understand that each citizen has opportunities to participate in it through various ways.</p> <p>23. To look at different news sources and</p> |  |
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| <p>lifelong learning in its various forms.</p> <p>26. To recognise that success in a career is shaped largely by learning.</p> <p>27. To self-initiate editing activities to correct spelling, punctuation, capitalization and grammar on all typical classroom assignments in all settings.</p> |  |  | <p>show understanding about accuracy and reliability.</p> <p>24. To be able to read a world map and discuss its geographical features (oceans, different climates, different terrains etc.)</p> <p>25. To be able to read a world map and engage in political discussion about nations, continents, economy, borders etc.</p> <p>26. To recognise the interdependence of nations.</p> <p>27. To explore the ways nations interact, through intergovernmental systems such as the European Union, United Nations, The Hague etc.</p> <p>28. To develop a curiosity around different world languages – with a view to developing an</p> |  |
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|  |  |  | <p>interest in learning another language.</p> <p>29. To show recognition of whole-world concerns such as climate change, global poverty, pandemic diseases etc.</p> <p>30. To have a working knowledge of the world's major religions in terms of basic beliefs and customs.</p> |  |
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