



COMMANDO
JOE'S

COJO Curriculum

For Children Aged 5 – 7 Years

Character For Learning

Programme Resource Guide



FOR LEARNING



FOR LEADING



FOR LIBERTY



FOR LIVING

Introduction

Schools have a critical role to play in helping to shape rounded, determined young people who can face the challenges of the modern world with confidence. Providing opportunities and encouraging pupils to develop a wider set of skills and qualities such as resilience, leadership, communication, empathy and perseverance which, far from being a distraction from achievement, are vital for each pupil's successful learning.

The renewed education attention to 'character' and research undertaken by Birmingham University supports our understanding that behaviour traits associated with character education are at the heart of successful learning. This personal development journey acts as a foundation for both individual achievement and interpersonal relationships.

We aim to provide a character learning journey that can be personalised to the needs of children, whatever their background or circumstance - encouraging our children to think critically and develop a mindset that thrives on looking at themselves and others from different perspectives. The programme will contribute to cultural, physical, spiritual, moral and social wellbeing and play a part in extending each child's understanding of British values..

Research helps us to understand what the best schools do to develop character and the need to provide more 'space' where young people can take time to explore a range of activities with decision making, philosophical and moral dilemmas at the heart of what they are doing.

The COJO Character Curriculum is based upon the following 4 principles -

1. Character development is a right for every child
2. Character education will empower young people
3. Character will inform the ethos, direction of learning and culture of the school
4. Character should be developed in partnership with staff, pupils and parents

The ultimate aim of character learning is the development of good sense and capacity to 'think and choose intelligently' between alternatives and it is with this aim in mind that the COJO Character Curriculum is based. Encouraging children to think differently and more deeply about their actions will be a significant element of the programme.



Creating the right environment for young people to develop positive character behaviours (traits) will enable them to respond well to challenges they face. Cooperating and learning with their peers in a safe environment, taking on enjoyable, relevant activities, will enable young people to make the right choice, supporting them in everyday life inside and outside school.

Central to the success of the COJO Character Curriculum is the effective use of relevant military ethos and values – where commitment, honesty, adaptability and courage are a pre requisite for the quality and success of all teams and people within them.

It is important to note that character is not a 'one size fits all' concept as it is the combination of behaviour traits that sets each person apart. How each school chooses to deliver the programme and integrate it across the curriculum, in a way best suited to both children and staff, will be critical to the programme's impact and success.

The COJO Character for Learning programme will:

Provide a great foundation on which all children will get the chance to achieve, be resilient, tolerate others and make great choices for life - in and outside school.

This will be achieved through children:

- Accessing coherent, sequential learning
- Being inspired to do their best and have ambition to achieve
- Leading and being led to achieve outcomes
- Engaging in deep thinking to support their decision-making and action(s)
- Experiencing a wide range of relevant and exciting activity

The character behaviour traits below are divided into 7 categories linked to the COJO Character Curriculum programme's central character – RESPECT. They include moral, performance, intellectual and relevant military behaviour traits that should not be seen as separate but be integrated to contribute to a child's character learning and development.



1. COJO Character Curriculum – RESPECT behaviour traits

CLASSIFIED

COJO RESPECT Core Characters	COJO RESPECT Character Behaviour Traits
R esilience	Determined; self controlled; persistent; courageous; diligent; perseveres
E mpathy	Just (fair); compassionate (forgiveness); kind; courteous; unselfishness
S elf Aware	Self confident; self-disciplined; honest; humorous; humility; adaptability
P assion	Gratitude; motivated; positive attitude; inspires; willpower
E xcellence	Creative; curious; inquires; pride; critical thinking
C ommunication	Listens; influences; feedback; reflective; evaluative; presence
T eamwork	Cooperates; responsible; cares; decision makes; helpful; unity; patient

The design of the Character Curriculum embeds these behaviour traits within a number of exciting topics based on amazing characters and aspects of their life stories. Significant heroes/heroines, explorers and adventurers have been identified to support children's understanding of character traits as well as create opportunity and integration into classroom cross curricular work. Each topic has been planned to take place either across one term or to align within other curriculum area topics. All materials, visual and technological stimuli is provided to ensure young people taking part enjoy and have sufficient time to

consolidate and develop their skills, knowledge and understanding as they work on the topic - building their capacity to choose intelligently between decisions that contribute to their character development and specific learning. Topics can be used to create a curriculum framework that guides the direction of learning expectations and progress as well as identify coherent expectations for each child's character learning journey.

Over time staff will be able to create their own character topics, extending the framework and its content. It will be critical for the Character Curriculum framework

to be aligned to the child and their wider curriculum experiences.

Access to the programme is by application and attendance at a one-day training event. It is recommended the two members of staff who will be taking the lead in the Character Curriculum attend the training event.

2. COJO CHARACTER CURRICULUM – TOPIC CHARACTERS and Focus Story

The programme is designed around the following topic characters and storylines and is linked to specific year groups.

	TOPIC CHARACTER 'HERO/HEROINE'	TOPIC CHARACTER 'ADVENTURER'	TOPIC CHARACTER 'EXPLORER'
Year 1 topic CHARACTERS	Traditional Tale ' Once Upon a Time '	Lion and me ' Circle of Life '	Steve Backshall ' A Walk on the Wildside '
Year 2 topic CHARACTERS	The Queen ' The Longest Reign '	Pocahontas ' Troubles in the tribe '	Samuel Pepys ' London's Burning '

Each character's topic provides suggested tasks and learning outcomes to help guide staff delivering the programme. The following infographic provides an overview of the way in which each character topic has been designed to support effective planning and delivery.

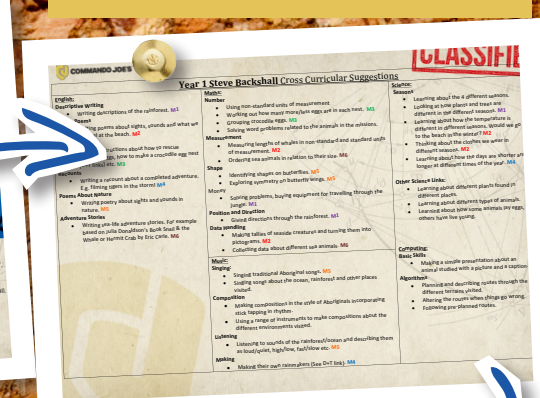
CLASSIFIED

EXPLORER STEVE BACKSHALL WELCOME

VIDEO BRIEF

EXPLORER BIO

CROSS CURRICULAR CONNECTIONS



EVALUATION AND CELEBRATION



MISSION OVERVIEW



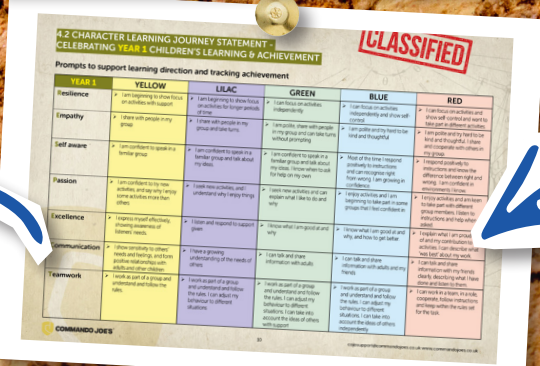
THIS IS TO CERTIFY THAT JAMES SMITH HAS COMPLETED THE COMMANDO JOES "WALKING THE AMAZON" CHALLENGE

IN COMPLETING THIS CHALLENGE THEY WERE:

- Responds positively to key tasks and is keen to participate. Able to follow through activities that are challenging with minimum support.
- Responds positively to everyone in the group and is able to react to what is said, without taking sides. Accepts differences and gives others a chance to put their case forward.
- Responds to members in their group, staying on task even when others try to influence them negatively. Able to keep to rules and show respect for them. Are able to correct their behavior when things do not go the way they want it to.
- Excited about what they do and puts ideas forward to help find solutions to activity tasks and problems. Help to resolve differences within activities and their positive attitude contributes to increased cooperation and group engagement.
- Responds and is able to provide examples and ideas about their involvement in activities. Excited about the work they do and their performance. Recognize differences in the needs of others in their group and ask questions to clarify so they can help them.
- Recalls information and task details. Can explain why some activities have specific instructions and why these are needed for the group to be successful. Uses verbal and written methods clearly to support outcomes and is able to learn for an extended period of time.
- Understands the importance of teamwork and is effective as a team member in supporting the group and the achievement of the task outcomes. Can make decisions that they are able to tell the team about.



REFLECTION



MISSION PLAN



3. COJO YEAR GROUP CHARACTER CURRICULUM

The following teaching, learning and character behaviours have been integrated into each year group's character topics across the year. To achieve great learning experiences and create the right climate to learn it is important to have a sequential rather than episodic learning pathway, guiding teaching and learning practice. This overview, with suggested outcomes, can act as a point of reference for staff and children.

3.1 YEAR 1 CHARACTER LEARNING JOURNEY

YEAR 1	Lion and me	Traditional Tale	Steve Backshall and Me
Within the topic, we will teach children:	➤ To learn what qualities make a good friend ➤ How to help our friends ➤ The importance of good manners ➤ To begin to self-regulate any negative behaviours	➤ To talk and share information with their team mates in a clear way ➤ To work as a group to achieve a shared outcome ➤ To take turns ➤ To be creative	➤ To have a better understanding of the emotions we feel ➤ To know that we can affect the feelings of others ➤ How to look after our pets ➤ To know that we can learn from our mistakes
By the end of the topic, children will:	➤ Be able to talk about what a makes a good friend ➤ Know why we need to have good manners	➤ Have a better understanding of how to work in a team ➤ Know why we need to take turns and share ➤ Be curious to explore and try new things	➤ Know ways of sharing our emotions with others ➤ To know ways of helping our friends ➤ Understand that animals and other living things also need looking after
RESPECT target character behaviours	Self-awareness, Empathy, Resilience Kind; courteous; unselfishness; Self confident	Communication, Excellence Listens: reflective; evaluative; Creative; curious	Teamwork Cooperates; responsible; cares; helpful

3. COJO YEAR GROUP CHARACTER CURRICULUM

CLASSIFIED

3.2 YEAR 2 CHARACTER LEARNING JOURNEY

YEAR 2	The Queen	Pocahontas	Samuel Pepys
Within the topic, we will teach children:	➤ To keep trying ➤ To better regulate their behaviours through self control ➤ To know how to keep themselves safe when meeting new people ➤ To work as a team to achieve outcomes	➤ How to be polite to others ➤ To be thoughtful of others and be kind ➤ How to talk clearly and give accurate instructions ➤ To listen to feedback from others ➤ To be self critical/ reflective	➤ To know when to ask for help and how to get help without asking an adult (self – help) ➤ That sometimes we need to keep trying to be successful and this is ok ➤ How to follow rules and why this is important
By the end of the topic, children will:	➤ Know that even when we find things hard, we need to persevere ➤ Be able to recognise their own behaviours and those of others ➤ Know how to keep themselves safe when meeting new people ➤ Work better as a team	➤ Know how to be polite to others and why this is important ➤ Know why we should be kind to everyone ➤ Be better at giving clear instructions to others ➤ Be better at listening and reacting to feedback given ➤ Be more reflective of themselves and better themselves through change	➤ Be more independent and know ways of helping themselves without over reliance on adults ➤ Be persistent in their attempts to succeed and not give up so easily ➤ Know why rules are important
RESPECT target character behaviours	Resilience, Passion, Teamwork Determined; self controlled; persistent; positive attitude; inspires; responsible; cares.	Empathy, Self Aware, Communication Just (fair); compassionate (forgiveness) honest; Listens: influences; feedback; reflective.	Passion, Communication, Teamwork Motivated; Listens: influences; decision makes; helpful

The learning journey from Y1 to Y6 will provide a clear pathway and achievement detail for children as they go through school and transition at Y3 into KS2 and Y6 into KS3. Embedding teaching and learning expectations into each topic will help track the direction of learning and ability to support learning development. Whilst the model is linear the principle of extending every child's 'character depth' should be aligned to their achievement journey, requiring different approaches to topic activity delivery and resource use.

4. PATHWAY for EFFECTIVE CHARACTER LEARNING SUCCESS and DEVELOPMENT

In order to make a difference to each child, their development of character education and ability to apply their learning confidently and consistently to support their overall achievement in school, it will be important to have a view of what a 'character educated' child could look like. This is so that within each topic and other classroom curriculum activity, both the child and school staff can challenge and support further development and next step session planning and interaction(s). Having a process and view of how we are expecting children to develop will also allow us to celebrate children's achievement.

The cycle below (fig 4.1) provides an insight into the underpinning process on which the COJO character learning journey can be tracked and reviewed - building learning experiences and support of children so they get the relevant choices, opportunities and guidance to develop and grow their character. It is important to note that both the cycle and prompts below (fig 4.2) are in support of making judgments to identify support and intervention which each child needs to be even more successful as well as celebrating what each child is achieving/has achieved. The pathway model is not an assessment framework but one to encourage staff and children to think carefully and reflect on what they are achieving, i.e. **'what they do look like'** through their character learning, as well as considering what they **'could look like next'** and where further learning development and challenge can take place within the topic, the classroom and at home.

For staff and schools to gain an insight into the core **RESPECT** character behaviours and to identify where targeting and focus for character development needs to take place, with each class, phase and across the school, fig. 4.2 can also include a rating matched to each of the 'best fit' prompts of the **RESPECT** character achievement strands. The character success prompt descriptor can be discussed towards the end of the unit to ensure the celebration of each child's success is linked to their wider school behaviour(s) and achievement.

There is a staff prompt sheet (fig 4.2) titled 'What are we expecting our children to achieve and look like?' for year groups three to six. A dashboard, linked to each child, class and school will be available on the website following the identification by staff of the prompt which best describes what each child looks like. There will be an overview of each of the **RESPECT** strands to illustrate character achievement to support tracking and future direction needed to further improve pupil outcomes.

There is a child-friendly achievement statement sheet (fig 5.1) titled 'What do I look like?' for year groups three to six. Every child will get a COJO character education certificate (fig. 5.2) after each topic and this will include their simplified 'can do' version of each of the **RESPECT** prompt statements used by staff and photographs taken at key points during the topic.



CLASSIFIED

4.1 A PATHWAY FOR EFFECTIVE LEARNING MOMENTUM - SUPPORTING DIRECTION PROGRESS

CLASSIFIED

To what extent are children achieving expectations – Where can we take them to now? Celebrate success.

What is our ambition for children to achieve and look like because of their character learning journey?

Which activity experiences need to be used to ensure each child is successful?

What impact is teaching having on each child's learning and how much progress are they making?

What does each child look like at the start of their character learning journey?

How much support and challenge does each child need to be even more successful and achieve?

How successful is each child because of the experiences we have provided so far – what do they look like now?

4.2 CHARACTER LEARNING JOURNEY STATEMENT - CELEBRATING **YEAR 1** CHILDREN'S LEARNING & ACHIEVEMENT

CLASSIFIED

Prompts to support learning direction and tracking achievement

YEAR 1	YELLOW	LILAC	GREEN	BLUE	RED
Resilience	➤ I am beginning to show focus on activities with support	➤ I am beginning to show focus on activities for longer periods of time	➤ I can focus on activities independently	➤ I can focus on activities independently and show self-control	➤ I can focus on activities and show self-control and want to take part in different activities.
Empathy	➤ I share with people in my group	➤ I share with people in my group and take turns.	➤ I am polite, share with people in my group and can take turns without prompting	➤ I am polite and try hard to be kind and thoughtful	➤ I am polite and try hard to be kind and thoughtful. I share and cooperate with others in my group.
Self aware	➤ I am confident to speak in a familiar group	➤ I am confident to speak in a familiar group and talk about my ideas.	➤ I am confident to speak in a familiar group and talk about my ideas. I know when to ask for help on my own	➤ Most of the time I respond positively to instructions and can recognise right from wrong. I am growing in confidence.	➤ I respond positively to instructions and know the difference between right and wrong. I am confident in environments I know.
Passion	➤ I am confident to try new activities, and say why I enjoy some activities more than others	➤ I seek new activities, and I understand why I enjoy things	➤ I seek new activities and can explain what I like to do and why	➤ I enjoy activities and I am beginning to take part in some groups that I feel confident in	➤ I enjoy activities and am keen to take part with different group members. I listen to instructions and help when asked.
Excellence	➤ I express myself effectively, showing awareness of listeners' needs.	➤ I listen and respond to support given	➤ I know what I am good at and why	➤ I know what I am good at and why, and how to get better.	➤ I explain what I am proud of and my contribution to activities. I can describe what 'was best' about my work.
Communication	➤ I show sensitivity to others' needs and feelings, and form positive relationships with adults and other children	➤ I have a growing understanding of the needs of others	➤ I can talk and share information with adults	➤ I can talk and share information with adults and my friends	➤ I can talk and share information with my friends clearly, describing what I have done and listen to them.
Teamwork	➤ I work as part of a group and understand and follow the rules.	➤ I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations	➤ I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations. I can take into account the ideas of others with support	➤ I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations. I can take into account the ideas of others independently	➤ I can work in a team, in a role, cooperate, follow instructions and keep within the rules set for the task.

4.3 CHARACTER LEARNING JOURNEY STATEMENT - CELEBRATING **YEAR 2** CHILDREN'S LEARNING & ACHIEVEMENT

CLASSIFIED

Prompts to support learning direction and tracking achievement

YEAR 2	YELLOW	LILAC	GREEN	BLUE	RED
Resilience	➤ I can focus on activities independently	➤ I can focus on activities independently and show self-control	➤ I can focus on activities and show self-control and want to take part in different activities.	➤ I am keen to participate and need minimum support in challenging activities.	➤ I am determined and respond positively to a range of tasks -not giving up when they are challenging.
Empathy	➤ I am polite, share with people in my group and can take turns without prompting	➤ I am polite and try hard to be kind and thoughtful	➤ I am polite and try hard to be kind and thoughtful. I share and cooperate with others in my group.	➤ I take care and listen to my friends, responding positively to their feelings so we can help each other in tasks.	➤ I am positive and fair with everyone in the group and give others a chance to put their points forward.
Self aware	➤ I am confident to speak in a familiar group and talk about my ideas. I know when to ask for help on my own	➤ Most of the time I respond positively to instructions and can recognise right from wrong. I am growing in confidence.	➤ I respond positively to instructions and know the difference between right and wrong. I am confident in environments I know.	➤ I stay on task and show respect for task rules. I can control my feelings when things don't go quite right.	➤ I am confident in making choices that help me do my best and can describe how I feel after tasks finish.
Passion	➤ I seek new activities and can explain what I like to do and why	➤ I enjoy activities and I am beginning to take part in some groups that I feel confident in	➤ I enjoy activities and am keen to take part with different group members. I listen to instructions and help when asked.	➤ I am patient and will not let my group down. I know why roles are important to the successful achievement of tasks.	➤ I am enthusiastic and positive and put ideas forward to help find solutions to problems. My attitude helps engage the group.
Excellence	➤ I know what I am good at and why	➤ I know what I am good at and why, and how to get better.	➤ I explain what I am proud of and my contribution to activities. I can describe what 'was best' about my work.	➤ I am excited about my performance and share ideas linked to my work. I ask questions to help me be even better.	➤ I take time to investigate different ways tasks can be completed and respect others and their contribution to the group.
Communication	➤ I can talk and share information with adults	➤ I can talk and share information with adults and my friends	➤ I can talk and share information with my friends clearly, describing what I have done and listen to them.	➤ I give clear information and am actively involved in discussion. I understand how tasks can be affected by poor communication.	➤ I can communicate clearly, remembering information and task details. I am able to listen for an extended period of time.
Teamwork	➤ I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations. I can take into account the ideas of others with support	➤ I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations. I can take into account the ideas of others independently	➤ I can work in a team, in a role, cooperate, follow instructions and keep within the rules set for the task.	➤ I stay on task and in role within the team and know when it is important to cooperate and work together.	➤ I understand the importance of teamwork and can make decisions that I am able to tell the team about.

4.4 CHARACTER LEARNING JOURNEY – Topic certificate examples

During the year children will receive three challenge certificates, one for each character topic. These certificates will include photographs taken during their character learning missions and positive statements from the RESPECT prompts to illustrate what each child has achieved.

**NAME AND
CHALLENGE**

THIS IS TO CERTIFY THAT
JAMES SMITH

**HAS COMPLETED THE COMMANDO JOES "WALKING
THE AMAZON" CHALLENGE**

IN COMPLETING THIS CHALLENGE THEY WERE:

Responds positively to key tasks and is keen to participate. Able to follow through activities that are challenging with minimum support

Responds positively to everyone in the group and is able to react in away that is fair, without taking sides. Accepts differences and gives others a chance to put their views forward.

Responds to members in their group, staying on task even when others try to influence them negatively. Able to keep to rules and show respect for them. Are able to control their feelings when things do not go the way they want it to.

Excited about what they do and puts ideas forward to help find solutions to activity tasks and problems. Help to resolve differences within activities and their positive attitude contributes to increased cooperation and group engagement.

Responds and is able to provide examples and ideas about their involvement in activities. Excited about the work they do and their performance. Recognise differences in the needs of others in their group(s) and ask questions to clarify so they can help them.

Recalls information and task details. Can explain why some activities have specific instructions and why these are needed for the group to be successful. Uses verbal and written methods clearly to support outcomes and is able to listen for an extended period of time.

Understands the importance of teamwork and is effective as a team member in supporting the group and the achievement of the task outcomes. Can make decisions that they are able to tell the team about.

**CHILDREN'S LEARNING
AND ACHIEVEMENT
STATEMENTS**

**PHOTOGRAPHS OF THE
CHILD'S CHARACTER
LEARNING JOURNEY**



4.5 CHARACTER LEARNING CROSS-CURRICULAR TOPIC CONNECTIONS

Each character topic includes a cross-curricular overview to support a whole school coherent approach to character learning and the support of pupil achievement. These can be found on the website. See example cross-curricular connections made to the Y1 topic 'Lion and me'.

Year 1 Lion and Me Cross Curricular Suggestions		
ENGLISH	MATHS	SCIENCE
Stories from Other Cultures Learning stories from Africa and retelling their own versions. M1 Fact Files Writing fact files about the habitat Simba is living in. M2 Patterns + Rhyme Poems Learning, performing and writing poems inspired by Africa. M3 Diaries Writing diaries about returning to Pride Rock to save the animals. M4 Senses Poetry Writing sense poems about what we can see/hear/feel on our way back to Pride Rock during the night time. M5 Letters Writing letters from characters, such as in role as Simba to tell the animals of Pride Rock how you plan to help them restore their homes. M6	Number Making pictorial representations of how many, using language such as equal to, more than, less than, most, least. Could be linked to the amount of food each animal gets. M3 Multiplying and dividing using objects and pictures. E.g. Counting legs on bugs. If I have 6 bugs and they have 4 legs each, how many legs altogether? etc. M2 Finding half and a quarter- sharing food out between the different animals. M6 Measurement Comparing lengths of different body parts of African animals- which giraffe is tallest/shortest? Can you put them in order of size? etc. M4 Working out which is lighter/heavier using balance scales and toy animals. M4 Sequencing what has happened/might happen next using mathematical language (first, next, then, tomorrow, yesterday etc) when writing diaries. M4 Shape Making 3D shape animals (See D+T link) M5 Looking at animal patterns. Designing own patterns using 2D shapes. M1	Plants Classifying plants we have come across in Simba's new habitat. M2 Learning about the parts of flowering plants and trees. Identifying and naming plants, including deciduous and evergreen trees. Planting vegetables and plants to help Simba feed the starving animals. (Could be planted in advance and then harvested at this stage) M6 Animals Including Humans Identifying common animals found in Africa, including birds, fish, amphibians, reptiles and mammals. M1 Timone loves bugs! What bugs can we find in our local environment? How are they similar/different to the bugs Timone eats? How can we classify them? M2 Considering what different animals eat, using the term carnivore, omnivore and herbivore. M3 Considering what hyenas look like and how they are different to other animals. M4 Learning about nocturnal animals- what might we see on our way back to Pride Rock? How are we different to those animals? M5 What body parts do we have? What senses do we have? M5

MUSIC	COMPUTING	DESIGN & TECHNOLOGY
Singing: Singing songs from the Lion King and other Disney stories throughout the unit. Listening Listening to African-style music. Composition Making their own compositions using drums and other African instruments.	Basic Skills Finding pictures of African animals and learning how to save them into a folder and how to then retrieve them. M1 Algorithms Following instructions/giving instructions using directional language to find food for the animals to eat. (Geography link) M3 Planning a route back to Pride Rock. M5	Design Designing an African habitat. M2 Designing animals with bodies comprised of 3D shapes - junk modelling. M5 Make Constructing an African habitat. M2 Making their junk model animals. M5 Evaluate Evaluating their habitat, suggesting improvements. M2 Evaluating their own work and that of others. M5 Cooking and Nutrition Considering what people eat in parts of Africa and sampling the food. M3
PHSE		PHILOSOPHY
Considering what we value in friends. What makes us good friends to others? M1 Simba is busy settling into his new habitat. How have we settled into Year 1? How is it different to reception? How can we make our classroom look more homely? M2 Considering why is it important to look after our bodies and to make sure we are eating the right food? M3 Discussing- would you risk danger to save your friend? Why/why not? Why is our personal safety important? M4 What emotions do we have and how can we learn to control them? M5 How do we feel when we have achieved something? What have you done this term that you can be proud of? M6		Friendships can be found in the most unlikely places if only you open your heart. M1 Teamwork is when you work together towards a shared goal. M2 Survival has to start with me. M3 Always let your conscience be your guide. M4 An obstacle is often a stepping stone. M5 Water is the driving force of all nature. M6

GEOGRAPHY	ART
Location Knowledge Locating the world's continents. Comparing the location of Africa with Europe and within that the UK. M1 Physical and Human Geography Considering how the African Savannah is different to where we live. M1 Locating hot and cold places in the world. M2 Finding out about where African animals live. M4 Identifying different seasons and that different plants grow at different times of the year. (Science links) M6 Geography Skills and Fieldwork Using directions and positional language to locate the food for the animals to eat - left/right/near/far/north/south/east/west. (Computing link) M3	Sketching and Drawing Looking at animal fur patterns and designing some of their own using 2D shapes. (Maths link) M1 Sketching bugs. M2 Drawing animals, pointing out how they are different from each other. (Science link) M4 Painting Painting the landscape of the African Savannah. M1 Painting pictures of animals. M3 Painting pictures of night time. M5 3D Art Using mod rock to construct Pride Rock. M6 Modelling Making bugs from clay. M2 Collage Making collages to represent the senses. M5

* The **M colour code** at the end of each statement aligns to mission sessions 1 – 6 within the topic.

CLASSIFIED

5. Planning and preparing to deliver the character topics

Each topic has a clear overview of the element of the character's story that is to be covered during the 6 missions. The **example below** provides a view of what this looks like and how a mission has been broken down. Photographs provide a snapshot picture of how each task mission is to be set up. The way staff will use the planning sheets and suggested activity can be linked to the children and their response/needs. It will be important to adjust and refine each mission activity to ensure all children are actively involved in the learning climate created, paying particular attention to group size and the way in which individual support changes and challenges are introduced whilst ensuring mission fluency.

Before missions consider the equipment you will need, its layout, organization and where the activity will be taking place. Will any adjustments need to be made because of previous learning and achievement by the group?

During the mission or as part of other cross-curricular activity use the statement highlighted as a strapline for discussion e.g. 'your body is just as important as your mind!' Encourage children to consider these and reflect on their meaning in the context of the character, themselves and their lives.

Take time to reflect on what children are achieving and look like, using prompts to guide judgments as these will help direct support and challenge needed to move children on.

6. Purpose and context of the training event

The aim of the training event is to gain knowledge about the Character for Learning programme in order to effectively implement it in schools to create relevant opportunities for children to develop and learn.

By the end of the event participating school staff should be able to:

- **Understand** the principles, purpose, process and key practices underpinning the programme
- **Access** the website and be familiar with different sections and materials available online to support quality delivery and information sharing
- **Interpret** and apply the topic mission planning model, creating relevant learning environments for children
- **Know** where to get help, further support and guidance

During the event colleagues will have time to familiarise themselves with the range of materials available to them as school members of the Character for Learning programme. Facilitation of the event will be undertaken by experienced deliverers and will include consultant lead staff from education and Commando Joe's personnel who will also be managing the programme.



7. Purpose of the Character for Learning Guide

The purpose of this guide is to have in one place examples of significant elements of the character-learning framework and programme as a quick point of reference. The guide can also be used in training and development activity. It is not meant to be exhaustive nor prescriptive but provide an overview of the process and practices that underpin the design and possible delivery in a school. Additional reference material may be added over time to support the ongoing development of the programme.

As a member of the COJO Character for Learning programme you will be able to access the bespoke website that will be the core point of contact for resources, information and communication for all materials and guidance.

8. What is on the website?

There is a welcome video on the website that will introduce you to content to support your access and navigation.

9. Website access and key area navigation

Access to the COJO education curriculum website is by email and is password protected. The following six areas will be critical to you navigating around the site.

- **Manage student** – uploading student details
- **Manage student** – setting the learning journey baseline
- **Download resources** – accessing all materials
- **Add media** – inserting picture and video
- **Celebration** – tracking learning progress and creating certificates of achievement
- **School** – whole school dashboard to focus RESPECT emphasis



Head Teacher

- **Login**
- **Homepage**
- **Main Navigation**
- **School**
- **Teachers**
 - Setup Teacher
 - Edit Teachers
- **Students**
 - Setup Student
 - Add via CSV
 - Edit Student
 - Student Dashboard
- **Classes**
 - Setup class
 - Add a class
 - Edit a class
 - Promote a class
 - Deliver a Class
 - Graph
 - Manage Students
 - Download Resources
 - Add Media
 - Celebrations



Login

As a Head Teacher / Point of Contact, you will receive the logins from Commando Joe's. These logins will be in the form of an email, containing your Email Address and Password. If you haven't received the login details, then contact Commando Joe's. For contact information email: cojosupport@commandojoes.co.uk

1. Field for entering Email Address
2. Field for entering Password
3. Select 'Teacher' option to login as a Teacher
4. Click here to recover password

The screenshot shows the 'COMMANDO JOE'S' login page. At the top, it says 'Sign in to your account'. Below this, it prompts the user to 'Please enter your email and password to log in.' There are two input fields: 'Email' (marked with a circled 1) and 'Password' (marked with a circled 2). To the right of the password field is a link 'I forgot my password' (marked with a circled 4). Below the input fields are three radio button options: 'Teacher' (marked with a circled 3), 'Instructor', and 'Admin' (which is selected). A blue 'Login' button is at the bottom right. At the very bottom, there is a copyright notice: '2016 © CoJo's Admin by Drumbeat Creative.'

Homepage

Once logged in user is directed to the homepage. Homepage gives overview and introduction about the system as well as provides starting point for all the processes.

1. Main navigation. These links give access to all sections on system.
2. Information bar showing name of person logged in and status.
3. Dropdown containing logout link.
4. Main homepage content.

The screenshot shows the Commando Joe's Online homepage. On the left is a sidebar with a 'Main navigation' menu (1) containing links for Home, School, Teachers, and Students. At the top right is an information bar (2) showing the user is logged in as 'Shanell O'Amore Edit / Teacher'. A dropdown menu (3) is visible next to the user name. The main content area (4) features a 'WELCOME TO COMMANDO JOE'S ONLINE.' message, a 'COMMANDO JOE'S' logo, and a collage of mission-related documents and videos. Below the collage is a section titled 'Ed Stafford - Walking The Amazon' with placeholder text and three video thumbnails.

Main Navigation

Main navigation is placed on the left side of all the pages. This navigation allows you to access the main areas of the system.

1. **Homepage Link**
2. **Schools section**
3. **Teachers section**
4. **Students section**

Homepage

Homepage section gives general information about Commando Joe's system, giving overview of coursework, our vision and background.

Schools Section

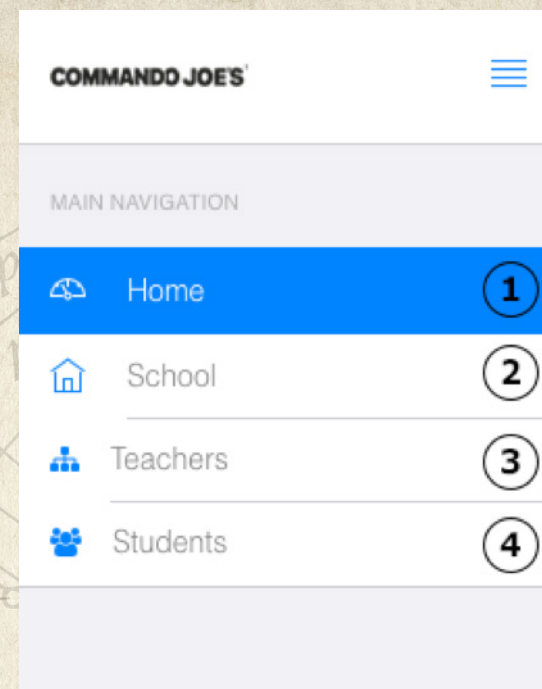
'School' takes you to your school dashboard. You see an overview of your school's performance in this section. A graph representative of the classes' performance is available here for a quick visual insight.

Teachers Section

'Teachers' take you to your control area for teachers. Here you get a list of all the teachers within your school. From here, you can add new teachers or edit existing teacher details.

Students Section

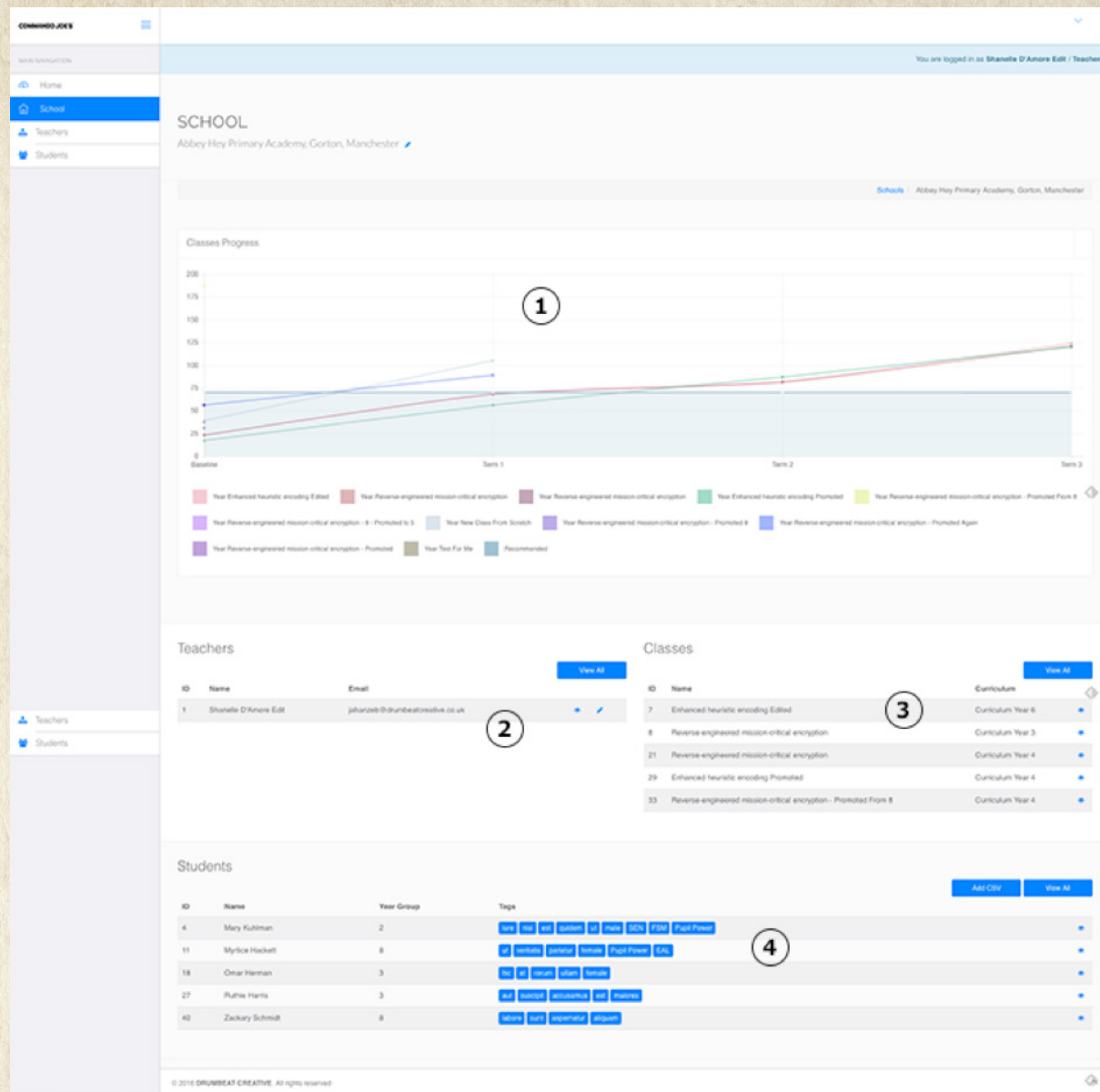
'Students' takes you to your control area for students. Here you get a list of all the students registered within school. From Student Section you can add new students in bulk via CSV or one by one. This section also enables you to edit any student record.



School

School section gives you an overview of your school's performance along with quick access to the most recent elements added. School section consists of:

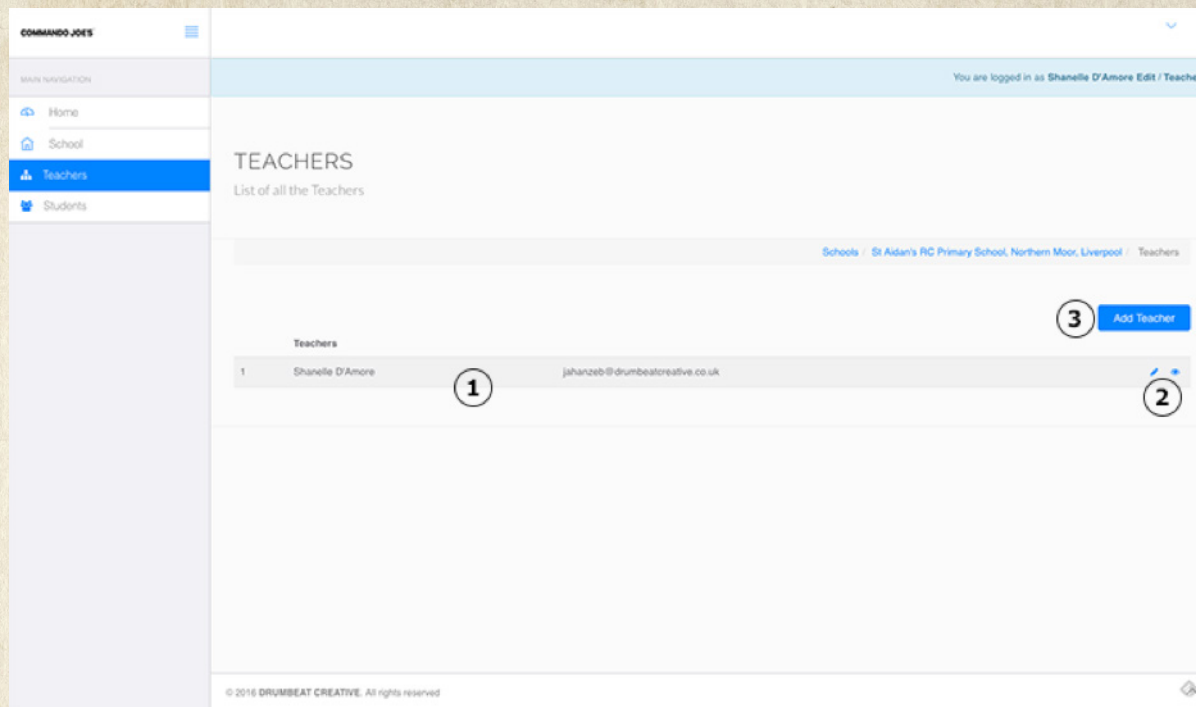
1. A line graph showing the performance of all the classes being run in the school. This graph draws the cumulative RESPECT score average for each class per term and plots the information on the graph.
2. List of five most recently added Teachers.
3. List of five most recently added Classes.
4. List of five most recently added Students.



Teachers

Teachers section is your control area for teacher management. This section gives you a list of all the teachers along with controls. It contains the following elements:

1. List of all the teachers showing teacher name and emails.
2. Control buttons to view or edit the teacher.
3. Add button to add a new teacher.

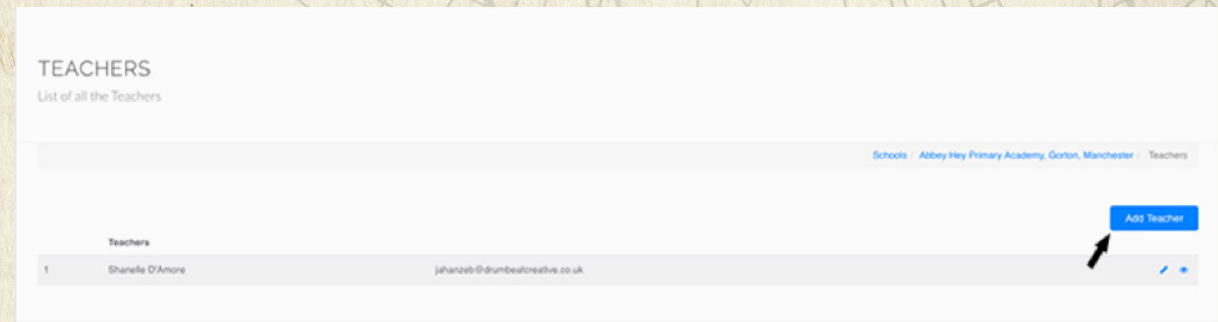
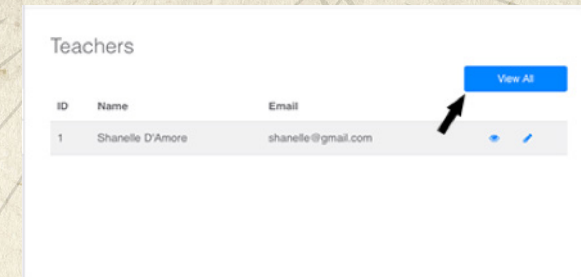
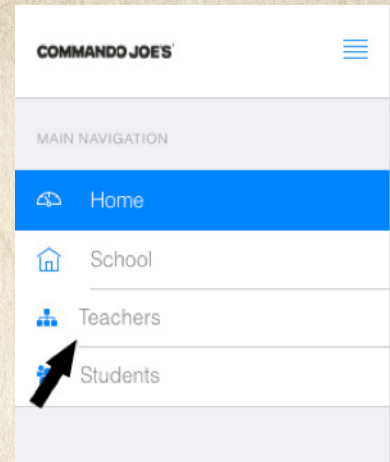


Setup Teacher

1. Click 'Teachers' in Main Navigation or 'View All' button above teachers list on the Teachers section.

Once Teacher is setup, an email is sent automatically to the Teacher on the email address entered to notify of login details.

2. On Teachers section, click on 'Add' icon which will take you to add form.



3. Fill in details for Teachers and click 'Add' or 'Add and Continue'.

TEACHERS ADD

Add A New Teacher

[Schools](#) / [Abbey Hey Primary Academy, Gorton, Manchester](#) / [Teachers](#) / [Add](#)

First Name	Last Name
Teacher Email	
Teacher Password	
Teacher Phone	
Designation	

[Add](#) [Add and Continue](#) [Cancel](#)



Edit Teacher

1. On School section, click on Edit [pencil] icon which opens a quick edit form for the teacher. Click 'OK' to save the changes.

Teachers			View All
ID	Name	Email	
1	Shanelle D'Amore Edit	jahanzeb@drumbeatcreative.co.uk	

Edit Teacher

First Name

Shanelle

Last Name

D'Amore

Teacher Email

jahanzeb@drumbeatcreative.co.uk

Teacher Password

Teacher Phone

01292 292929

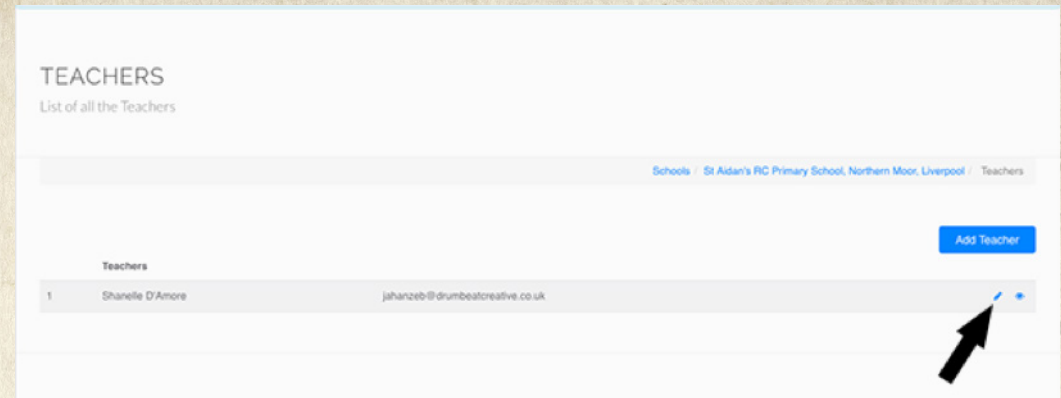
Designation

Quos ut quas est tempora consectetur quos aut. Consequuntur

OK

Cancel

2. On Teachers section, click on Edit [pencil] icon which will take you to edit form containing teacher details. You can make any changes and click 'Save' or 'Save and Continue'.



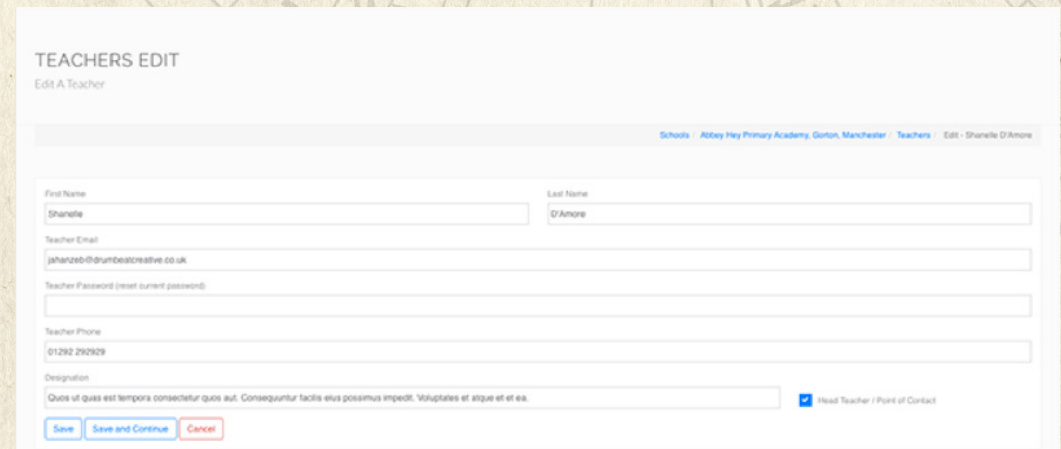
TEACHERS
List of all the Teachers

Schools / St Aidan's RC Primary School, Northern Moor, Liverpool / Teachers

Add Teacher

Teachers		
1	Shanelle D'Amore	jahanzeb@drumbeatcreative.co.uk

An arrow points to the edit icon (pencil) next to the teacher entry.



TEACHERS EDIT
Edit A Teacher

Schools / Abbey Hey Primary Academy, Gorton, Manchester / Teachers / Edit - Shanelle D'Amore

First Name: Shanelle
Last Name: D'Amore
Teacher Email: jahanzeb@drumbeatcreative.co.uk
Teacher Password (reset current password):
Teacher Phone: 01292 292929
Designation: Quis ut quis est temporis consectetur quis aut. Consequuntur facili eius possumus impedit. Voluptates et aliquet et ea. ☒ Head Teacher / Point of Contact

Save Save and Continue Cancel

Students

Students section is the control area for student management. This section gives you a list of all the students along with controls. It contains the following elements:

1. List of all the students showing names, tags, and current year group.
2. Control buttons to view or edit the student.
3. Add button to add a new student.
4. Add CSV button to add collection of students via CSV.

STUDENTS
All Students

Schools: Abbey Hey Primary Academy, Gorton, Manchester

4 Add CSV **3** Add Student

Filter

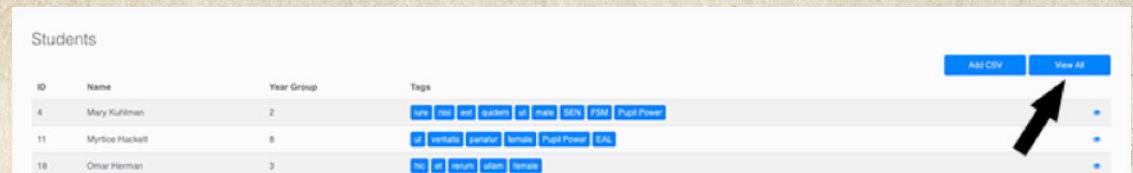
ID	Name	Year Group	Tags	
4	Mary Kuhlman	2	late, nbi, est, qdam, ut, nola, SEN, FSM, Pupil Power	⋮
11	Myrtice Hackatt	8	ut, veritate, canatur, temere, Pupil Power, EAL	⋮
18	Omar Herman	3	hic, et, ipsum, utam, temere	⋮
27	Ruthie Harris	3	est, nuncup, accusatus, est, maxime	⋮
40	Zackary Schmidt	8	labore, aut, aspernatur, aliquam	⋮
71	Jordyn Murray	1	et, delecto, nam, odio, voluptatum	⋮
86	Aida Carter	5	certando, enim, magna, dolorum	⋮
91	Ayana Berge	7	sed, nequeat, sed, qui, cumque	⋮
136	Vita Moore	8	magnum, nuncup, ut, ilacini, temere, SEN, Pupil Power	⋮
139	Flossie Schmidt	3	malesuada, reprehenderit, fugiat, magnam	⋮

1 2

First Previous 1 2 3 4 5 Next Last

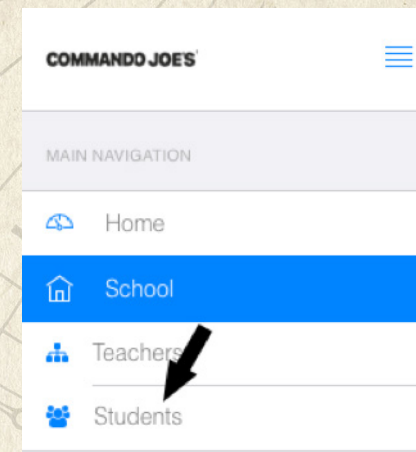
Setup Student

1. Click 'Students' in Main Navigation or 'View All' button above students list on Students section.

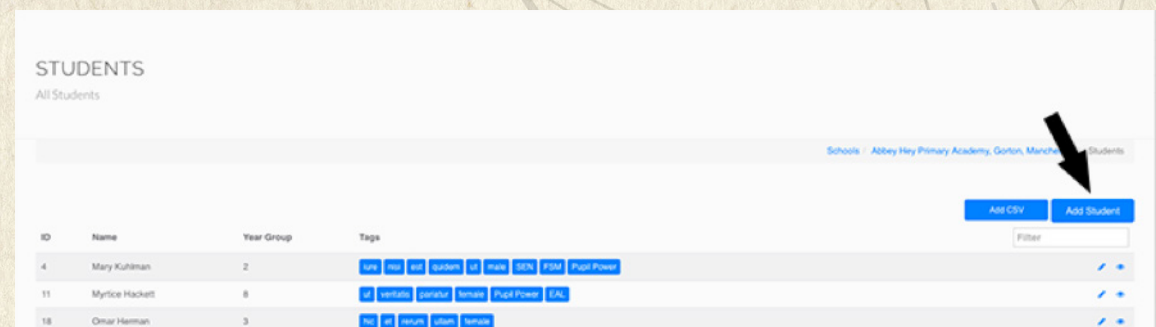


The screenshot shows the 'Students' page with a table of student records. In the top right corner, there are two buttons: 'Add CSV' and 'View All'. A black arrow points to the 'View All' button.

ID	Name	Year Group	Tags
4	Mary Kuhlman	2	lms, lms, and, garden, ul, mms, SEN, FSM, Pupil Power
11	Myrice Hackett	8	ul, variates, garden, lms, Pupil Power, EAL
18	Omar Hamman	3	lms, ul, lms, ul, lms, lms



2. On Students section, click on 'Add' icon which will take you to add form.



The screenshot shows the 'STUDENTS' page with a table of student records. In the top right corner, there are two buttons: 'Add CSV' and 'Add Student'. A black arrow points to the 'Add Student' button.

ID	Name	Year Group	Tags
4	Mary Kuhlman	2	lms, lms, and, garden, ul, mms, SEN, FSM, Pupil Power
11	Myrice Hackett	8	ul, variates, garden, lms, Pupil Power, EAL
18	Omar Hamman	3	lms, ul, lms, ul, lms, lms

3. Fill in details for Students and click 'Add' or 'Add and Continue'.

ADD STUDENT
Add new Student

[Schools](#) / [Abbey Hey Primary Academy, Gorton, Manchester](#) / [Students](#) / [Add](#)

First Name(s)

Surname

Student DOB / / (DD/MM/YYYY)

Induction Year

Gender

Current Year Group

SEN

FSM

Pupil Premium

EAL

Behaviour

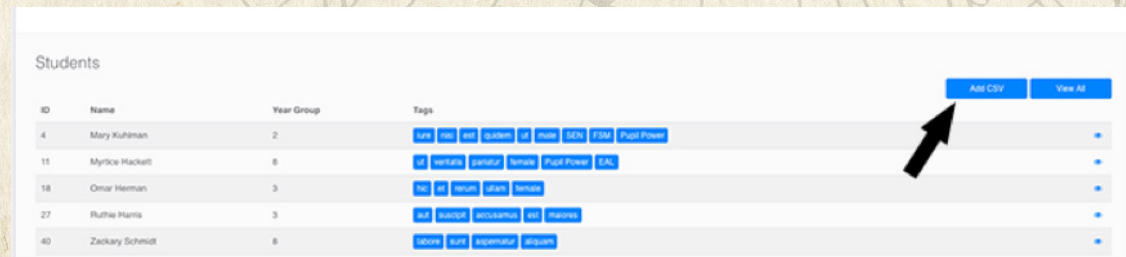
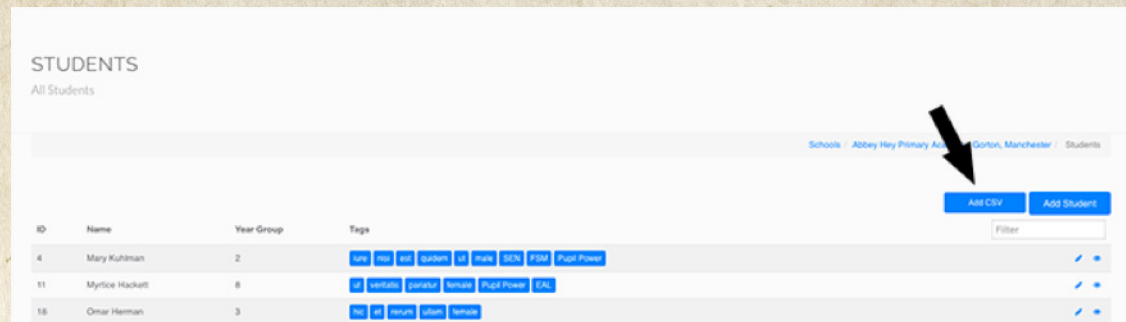
Attendance

Comments

Term

Add Via CSV

1. Click 'Add CSV' button above students list on School section or above student list on Students section.



2. Next, choose the CSV file completed with set format when prompted with Overlay Form.
3. Click 'OK' to import all the students. If there are any problems, please contact Commando Joe's system administrator.

The screenshot shows the 'Import Students From CSV' overlay form. It has a title bar 'Import Students From CSV'. Below the title bar is a section 'Upload File' with a button 'Choose File' and the text 'No file chosen'. At the bottom right are two buttons: 'OK' and 'Cancel'.

Edit Student

1. On Students section, click on Edit [pencil] icon which will take you to edit form containing student details.

2. You can make any changes and click 'Save' or 'Save and Continue'.

STUDENTS
All Students

Schools / Abbey Hey Primary Academy, Gorton, Manchester / Students

[Add City](#) [Add Student](#)

ID	Name	Year Group	Tags
4	Mary Kuhlman	2	SPN New Edit Student UT Male SEN FSM Pupil Power
11	Myrice Hackett	8	UT Verbal Gender Female Pupil Power EAL
18	Omar Herman	3	No UT Return Gender Female

EDIT STUDENT
Edit Student details

Schools / Abbey Hey Primary Academy, Gorton, Manchester / Students / Edit - Mary Kuhlman

First Name(s)

Surname

Student DOB

Induction Year

Gender

Current Year Group

SEN

FSM

Pupil Premium

EAL

Behaviour

Attainment

Comments

Tags

[Edit](#) [Edit and Continue](#) [Cancel](#)

COMMANDO JOE'S®

- 
- COMMANDO JOE'S®**

STUDENTS

All Students

Schools : Abbey Hey Primary Academy, Gorton, Manchester : Students

Add CSV
Add Student

Filter

ID	Name	Year Group	Tags	
4	Mary Kuhlman	2	url title iso guides id male SEN FSM Pupil Power	✕
11	Myrtice Hackett	8	id verdicts parish female Pupil Power LAL	✕
18	Onar Herman	3	fac id reviews ullah female	✕

Classes

Classes section is the control area for class management. This section gives you a list of all the teachers along with controls. It contains following elements:

1. List of all the classes.
2. Controls for each class including edit, promote and view class.
3. Add Class button to add a new class.

CLASSES
List of all the Classes

Schools > Seymour Road Academy > Classes

Add Class

ID	Name	Curriculum
1	Year 3	Curriculum Year 3
2	Year 4	Curriculum Year 4
10	Year 5	Curriculum Year 5

10. The COJO Resources and Box

The following list and contents provide an insight into the range of resources available to support the delivery of the Character for Learning programme.

Item Description	Quantity	Item Description	Quantity
CJ Box	1	Parachute 3.5m in Drawstring Bag	1
Timber Bearers	8	Giant Jenga in Drawstring Bag	1
Multi Coloured Marker Cones	2	Khaki Jerry Cans	4
Red Road Cones	4	BTP Basha	4
Yellow Road Cones	4	24" Red Hoops	2
Blue Road Cones	4	24" Green Hoops	2
Green Road Cones	4	24" Yellow Hoops	2
100cm Yellow Pole	8	24" Blue Hoops	2
Flat Rung Speed Ladder	4	Black Plastic Bucket	4
9-inch Yellow Hurdle	16	Multi Coloured Balls	1
Flat Rubber Disc Marker	4	Two Way Radios	1
Blindfolds in Drawstring Bag	30	25L Blue Flexi Tub	1
Rope Pieces	6	25L Red Flexi Tub	1
60L Barrels	2	25L Yellow Flexi Tub	1
Green Camo Net in Drawstring Bag	2	25L Green Flexi Tub	1
White Camo Net in Drawstring Bag	1	Ransome Tennis Balls in Drawstring Bag	10
Black Camo Net in Drawstring Bag	1	5ft Bamboo Canes	10
		Guttering	12



11. Packing the Box

Please make sure that you read the packing instructions and use the correct lifting and carrying techniques ie: if you have a plank then ensure there is a pupil on each end. There will be packing instructions provided with the COJO box:

12. Safe practice when using the box

- A responsible adult must always be present when using the Commando Joe's Kit Box.
- Before use, the box and kit should always be checked for any damage or general wear and tear which may affect the safety of its usage.
- The maximum weight bearing of 200kg must not be exceeded.
- The ramps included are to be used where necessary to prevent injury to the persons moving the box, but also minimise risk of damaging the box itself.
- The catches must always be used to stop the lid closing on anyone that may be leaning inside of the box.
- The stops on the wheels must be used when the box is stationary.
- When moving the box, it must be manoeuvred by 2 people either pushing or pulling the box, one on the front handle and one on the back handle.
- In the event that you need to lift the box for any reason, the box should be emptied, and should only be carried by someone who has been appropriately trained on manual handling.
- For any activity suggested by Commando Joe's, or activities you design yourself using this box and/or equipment, you must ensure that the activity has been risk assessed by a competent person.
- Where safety guidelines have been provided for items included in this box, you must adhere to those safety guidelines.
- Tablets – Commando Joe's are not able to provide technical support.

Disclaimer

Commando Joe's do not accept any liability for any injury or harm caused, through improper use or care of the equipment, or failure to follow any of the instructions above.

Commando Joe's will only provide replacement items of stock for the box, in the event that there has been a faulty item provided. Replacements due to damage, or general wear and tear will be your responsibility to replace.

1. Where does the COJO curriculum originate?

The COJO curriculum originates from an organisation called Commando Joe's and senior education consultant Yvonne Gandy, of YMG Education Ltd, who works with the Outstanding Leaders Partnership (OLP) and Teaching School Council (DfE) in the North West. They have over 40 years' experience in the education sector and between them have been involved in school improvement, effective leadership, teaching and learning and associated impact research. Developing effective resources and training to support classroom practitioners and increase the ambition and opportunity of young people is at the heart of their work.

Using research to underpin the direction of their work Commando Joe's have identified a need to bring together pupil achievement and character to help raise every child's aspiration to do the best they can. Independent research and impact of work currently undertaken showed that the whole school approach a Commando Joe or Jane can have on behaviour, attendance, health and wellbeing and ultimately attainment has led to the design and development of the Character for Learning programme.

Commando Joe's as an organisation has worked in over 600 schools nationally and delivered more than 10,000 sessions last year. Their school-based work has been part funded and supported by the DfE for the last 4 years and they are one of the most successful Military Ethos providers in the UK.

2. Why did you choose the characters?

It was important to identify a number of amazing characters present and past that children could relate to and had behaviour key traits they could be inspired by, learn from and understand what the traits looked like in the real life stories the characters had been involved in. Aspects of their epic journeys needed to be able to be translated into a journey which would develop over time where children are included and reliving the story of the heroine, hero and adventurer through engaging similar tasks they had to undertake. The character stories also lend themselves to a whole school cross-curricular activity and unique approach to behaviour policy.

We want to give children the chance to experience unbelievable journeys and be able to celebrate success. We all know that young people learn and remember experiences and that it is easier to remember when you can link it to something you either enjoy or are inspired by. We know there are lots of other characters out there – in a school's wider community and those who are more well-known. Ours are a starting point which we hope will be extended.

3. Will the programme contribute to external judgments about school effectiveness?

Using a clear behaviour trait learning pathway will help uniformity and tracking the direction of learning. At the heart of successful learners is their behaviour and personal development and if these areas are not good it is unlikely a school will gain an outstanding judgment from Ofsted. The programme works with young people and their behaviours, creating a culture and climate where they embrace:

- **Spiritual development**
Sense of enjoyment and fascination in learning about themselves; willingness to reflect on their experiences.
- **Moral development**
Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives; interest in investigating and offering reasoned views and ability to appreciate others' viewpoints.
- **Social development**
Willingness to participate, cooperating well with others and contributing positively to life in modern Britain.
- **Cultural development**
Interest in exploring, improving understanding of and respecting diversity; appreciate the range of cultures within and outside school.

All of these factors will contribute to gaining behaviour depth, creating a culture for a child to develop which will increase momentum in terms of what the child achieves. The effective application of the programme and how it is used within the curriculum will be critical to its successful impact.

4. How can this programme enhance our curriculum offer and school improvement priorities?

Character topics will provide a unique foundation for whole-school curriculum activity. The way in which different characters can be used to bring to life 'learning through' a range of cross-curricular areas will open up a long term source of stimuli on which to extend breadth and depth of a school's curriculum offer. Key school improvement areas like 'writing' can be given a different meaning as children are immersed in a character's life activity – doing it as well as writing about it.

5. Who do we contact about the programme?

Phone: 0844 800 3212

Email: cojosupport@commandojoes.co.uk

6. What additional support can we access once we have committed to the programme?

Additional support can be provided by an instructor and tailored to meet your implementation and/or delivery needs.

Email: cojosupport@commandojoes.co.uk

7. Can we purchase additional resources? How do we do this?

It is possible to purchase additional boxes at a price of £1,299. Some large schools may want to buy 1 extra box, especially if the school is 2 or 3 form entry.

Once a school is booked on to the system they will receive x2 free training places, in addition a school may also wish to have a full school training day on the programme for up to 25 staff held at the school's own location. This helps ensure that the programme is embedded across the whole school effectively and can be used as part of a team building and curriculum development day. Prices start from £1,499.

To order a box please email either cojosupport@commandojoes.co.uk or CarolW@commandojoes.co.uk, alternatively call the office on 0844 800 3212.

The box will be delivered to the school within an agreed time frame once the box has been ordered and paid for. Normally within 2 weeks.

8. We have been given a resource called TOOTOOT – what is it and how do we use this?

As part of the programme you will receive six months of access to tootoot, the award winning pupil voice and safeguarding platform – endorsed by the Department for Education.



tootoot is a safeguarding platform with a suite of tools for
primary schools, secondary schools, colleges and
universities.

 Reporting platform and app for students	 Incident recording and logging for staff	 Real-time reports for SLT & governing bodies
---	--	--

What is tootoot?

Tootoot gives students a safe voice to be able to report incidents of bullying, cyber bullying, racism, extremism, radicalisation, sexism, mental health and self-harm directly to your place of learning. Tootoot gives your students an alternative way to disclose their concerns when they are unable to do so face-to-face.

Recording safeguarding and behaviour related incidents are of the utmost importance for schools, which is why we've made it simple. Give your staff controlled, granular access to record incidents on any computer, tablet or mobile device. Best of all? No paperwork!

With the click of a button, tootoot's real-time dashboard collects, analyses and creates detailed, easy-to-read reports instantly. No more wasting time hunting through filing cabinets hours before an Ofsted inspection, regulatory body visit, or governors and SLT meetings.

What do I have to do next?

Tootoot will contact you to get your school's tootoot platform set up and provide you and your colleagues with full training and launch support.

If you would like to begin your set-up today, simply contact the tootoot team on 01289 541991 or email info@tootoot.co.uk

For more information, visit www.tootoot.co.uk

Supported by:



Support on the Curriculum and the development of missions to meet the National curriculum guidelines and the pupils - for being amazing and helping with all of the pictures to help support teachers nationally.



Department
for Education

Funding and advice.