BEING THE CURE

SCHOOL INFORMATION PACK

2026

Contents

1. Purpose and Audience

This briefing is intended for Headteachers and Trust leaders reviewing how curriculum and culture develop pupils with moral judgement, social responsibility, and the capacity to act independently, empathetically, and with purpose.

It focuses on how these adult capacities support **proactive engagement in learning** and enable pupils to contribute positively to the **development of others**.

The briefing outlines how such capacities can be intentionally developed through education to strengthen learning, behaviour, and personal development.

This document is designed to support leadership-level discussion, not immediate commitment. It may be used to inform internal reflection, shared with SLT or Trustees, and as a basis for an initial conversation about fit, readiness, and next steps.

2. Why Character Matters Educationally

Character development is essential to education because learning is not value neutral. Schools do not only teach knowledge and skills; they shape how pupils think, judge, behave, and relate to others. Without moral development, behaviour often relies on **compliance rather than internal judgement**, making improvement fragile and reactive. Where moral reasoning is developed, pupils are more likely to regulate themselves, take responsibility for choices, and act with consideration for others.

Character development also deepens academic learning. Reading, writing, discussion, and reasoning require perspective, judgement, and reflection. When learning is connected to values and responsibility, engagement, oracy, and writing quality improve.

Education prepares pupils not only for examinations, but for participation in society. Moral development underpins empathy, inclusion, civic responsibility, and ethical decision-making. In this sense, character provides **coherence and purpose** to education.

3. What the Heroism Framework Is (and Is Not)

A Framework, Not Another Subject

The Heroism Framework is not a subject, programme, or intervention. It is a **curriculum-integrated moral framework** that shapes how pupils think, reason, and act across the school day. Rather than teaching pupils *about* values, it develops the moral reasoning and judgement needed to apply values consistently in learning and behaviour.

What the Heroism Framework Is	What the Heroism Framework Is Not
- A foundational framework for character and personal development - Designed to strengthen behaviour through internalised moral reasoning - Embedded within existing curriculum time - A shared moral language used consistently across school life	- PSHE or Citizenship - An additional subject or initiative - Assemblies rebranded - A behaviour management system

The framework does not replace existing provision. It **underpins and strengthens it**.

HEROISM CURRICULUM – INTENT & STRATEGIC AIMS

THE WHAT

1. ATTAINMENT OUTCOMES

To raise attainment in reading, writing, science, and foundation subjects against National Curriculum end of year benchmarks through a coherent reading, writing and oracy centred character education curriculum model.

2. READING

To Improve engagement with the reading curriculum through structured storytelling and comprehension underpinned by the character education model.

3. WRITING

To Improve engagement with the writing curriculum through a structured approach which incorporates oracy underpinned by the character education model.

4. SCIENCE AND FOUNDATION SUBJECTS

To broaden exposure in the content for science and foundation subjects integrated through purposeful cross-curricular sequencing and repetition.

5. RETENTION

To improve retention of knowledge and skills through repeated retrieval, discussion, and interwoven curriculum design underpinned by an engaging character education driven model.

THE HOW

1. CHARACTER EDUCATION INTEGRATION

To integrate character education as a pedagogical method which becomes a core dimension of curriculum delivery, ensuring content is impactfully taught.

2. PRIMARY ENGLISH ALIGNMENT

To deliver personal development through English, avoiding timetable increase and supporting curriculum coherence.

3. TEACHER FULFILMENT

To enhance teacher engagement with the curriculum content and pedagogy that inspires deeper reflections of teachers' own personal development, leading to stronger role modelling that draws better pupil outcomes, therefore increasing job satisfaction.

THE WHY

1. MORAL REASONING

To strengthen pupils' moral reasoning to deepen the moral underpinning of their decision-making skills.

2. MENTAL HEALTH AND EMOTIONAL REGULATION

To improve pupils' overall mental health so they are better able to regulate their emotions and achieve stronger personal development.

3. BETTER BEHAVIOUR

To improve behaviour outcomes, including reductions in behaviour-related safeguarding incidents, alongside increased positive behaviour recognition amongst pupils.

4. PUPIL ENGAGEMENT

To increase pupil engagement with the curriculum content, fostering better participation and greater enjoyment in the learning environment.

5. YOUTH SOCIAL RESPONSIBILITY

To increase awareness of social responsibility and encourage pupil participation in community initiatives that promote altruistic behaviour and benefit the wider community.

4. Why Moral Development Belongs Inside the Curriculum

Moral development is most effective when it is formed through everyday learning, rather than confined to occasional lessons, assemblies, or pastoral moments. For this reason, the Heroism Framework is embedded within the core curriculum, not delivered as an additional programme.
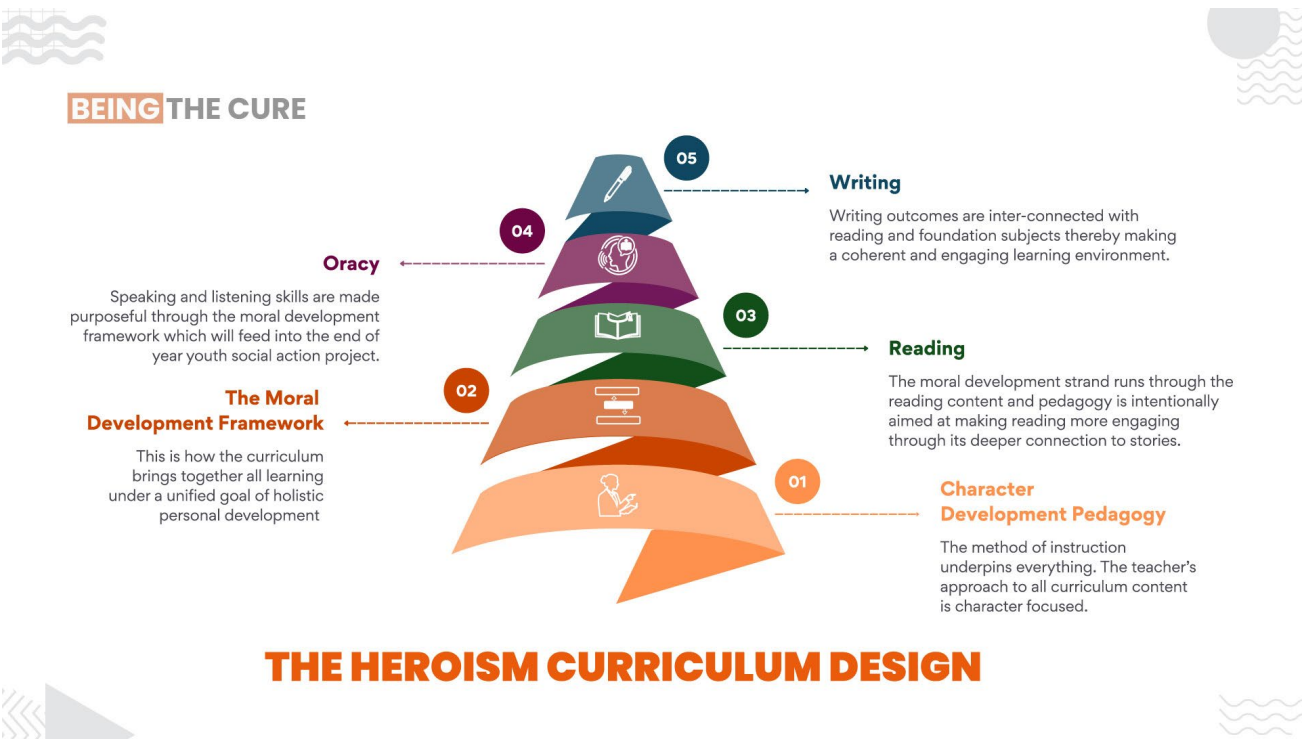
It is intentionally aligned to:

- **Reading**, where pupils encounter character, choice, consequence, and perspective
- **Oracy**, where pupils rehearse moral reasoning through structured dialogue
- **Writing**, where judgement, reflection, and responsibility are made visible

This approach ensures moral development is continuous, cumulative, and evidencable through pupils' everyday work. **Teachers do not teach more content**; they frame existing learning differently, allowing academic outcomes and character development to reinforce one another.

5. Curriculum Structure

Spiral Structure

The Heroism Framework is organised as a spiral, allowing moral concepts and dispositions to be revisited, deepened, and applied across time and contexts. This supports progression without repetition and allows pupils to develop increasingly sophisticated moral reasoning as they move through the curriculum.

6. Delivery Pathways

Schools and trusts engage with the Heroism Framework in different ways, depending on context, readiness, and strategic priorities. The framework is designed to be adopted flexibly, without compromising curriculum coherence or increasing workload.

1. In-School Delivery (Pilot Phase)

This model embeds the Heroism Framework within the school day, primarily through the English curriculum.

It supports:

- moral reasoning and judgement
- behaviour shaped by internal motivation
- personal development that is visible in pupils' work
- stronger oracy and writing through purposeful content

This delivery model is currently being trialled with partner schools. Contact us for more information.

2. Oracy-Led Heroism Framework (Including BSL)

This pathway offers a focused entry point centred on structured dialogue. Through spoken language and British Sign Language (BSL), pupils develop moral reasoning, listening, respect, and inclusive communication. This model strengthens pupil voice, behaviour, and classroom culture and can be integrated into the school's existing English curriculum or as preparation for wider framework adoption.

3. Saturday School for Heroism

The Saturday School provides the applied phase of the Heroism Framework. Pupils take part in real social-action projects where moral reasoning, responsibility, and leadership are required rather than discussed. The Saturday School demonstrates how the framework translates into lived behaviour and informs the ongoing development of the in-school model.

7. Early Leadership Observations

Leaders engaging with the Heroism Framework describe changes that are visible across classrooms, rather than confined to isolated lessons or interventions. Commonly observed outcomes include:

- Behaviour that is increasingly self-regulated, with pupils drawing on judgement rather than relying solely on external systems
- Clearer evidence of personal development, visible in pupils' talk, writing, and reflection
- Stronger oracy and writing, driven by purposeful discussion and meaningful content
- More consistent moral language shared across classrooms and year groups
- Greater pupil engagement, particularly where learning connects to responsibility and contribution

These outcomes emerge not from additional provision, but from greater coherence between curriculum, behaviour, and values.

8. Next Steps

The Heroism Framework is not a one-size-fits-all programme. Schools and trusts engage in ways that reflect their context, priorities, and readiness.

The next step is a **structured leadership conversation** to explore:

- how moral and character development currently operates
- where greater coherence or structure may be beneficial
- which delivery pathway, if any, is most appropriate
- whether participation in the in-school pilot is a suitable next step

This conversation is **exploratory and non-committal**. Its purpose is to support informed leadership decision-making.

9. Contact

Arrange a discovery call with our CEO, Vijith Vijay by emailing: info@beingthecure.org

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