The St Edward's Magna Carta Award

The St Edward's Magna Carta Award celebrates the qualities, experiences and values that help young people flourish both within school and in the wider world. Through the three progressive stages of **Charter**, **Liberty** and **Legacy**, students are encouraged to develop their character, broaden their cultural understanding, pursue academic interests beyond the classroom, foster a lifelong love of reading, contribute to their communities and engage fully in the rich opportunities offered by school life.

Rooted in the Catholic mission of St Edward's, the award seeks to develop the whole person, recognising that education extends beyond academic success. It encourages students to live out Gospel values through service, compassion, respect for others and a commitment to the common good. In doing so, students grow not only as learners, but as individuals who are prepared to make a positive difference in their communities and in society.

Inspired by the principles of the Magna Carta, the award reflects the enduring values of liberty, responsibility, justice and active citizenship. These ideals remain as relevant today as they were over 800 years ago and complement the values at the heart of our Catholic education: human dignity, service, stewardship and care for others. The three award levels represent a journey of growth. **Charter** recognises participation and engagement, **Liberty** celebrates commitment and contribution, and **Legacy** acknowledges those who positively influence others through leadership, service and example.

The programme builds upon the successful Magna Carta Award established at Runnymede St Edward's Primary School, allowing students to continue their personal development journey as they move into secondary education. This shared pathway provides continuity from primary to secondary school, encouraging students to build upon previous achievements, embrace new opportunities and deepen their contribution to both the school and wider community.

Through the St Edward's Magna Carta Award, students leave school with far more than examination results. They leave with a record of leadership, scholarship, service and enrichment that reflects their commitment to the values of St Edward's. Above all, they leave as confident, compassionate and responsible young people, equipped to flourish in modern Britain and guided by a desire to serve others and contribute positively to the world around them.

	Year 7 -Charter (Participation)	Year 8 – Liberty (Engagement/Contribute)	Year 9 – Legacy (Lead/influence)
Citizenship & British Values Demonstrating respect, democracy, individual liberty, rule of law and mutual respect. **Complete and evidence at least 3 bullet points**	□ Present in an assembly on British Values/Respect Evidence FT or HOY sign off. □ Completing a reflection/presentation on a British Value Hand in □ Engaging with a charity or community event. Evidence signed by leader/photographs. □ Create a poster about respect for others this could be a theme like antibullying week, mental health week. □ Produce a journalistic writing on a current affair.	□ Represent tutor group in pupil parliament. HOY/DMU sign off. □ Serving as form representative. HOY sign off □ Supporting a charity campaign. Evidence photograph, sign reflection from leader or certificate. □ Acting as a peer mentor or buddy. HOY sign off □ Participating in debates or speaking events for school – Photograph, signed confirmation by organiser □ Organising a fundraising activity. Signed confirmation by organiser. □ Supporting inclusion and diversity initiatives. Reflection on participation or photographs, create a poster etc □ Involvement in community or parish activities evidence reflection of participation. □ Create a presentation celebrating different cultures. □ Investigate a local or national issue and present findings. Evidence: presentation and staff sign off.	□ School parliament leadership role. HOY/DMU sign off □ Leading an awareness campaign. HOY sign off □ Organising a community project. HOY sign off a reflection, Photographs and reflection. □ Mentoring younger pupils over an extended period. FT sign off □ Leading charity events or social action projects. HOY sign off photographs and recount. □ Representing the school externally. □ Creating a lasting initiative that benefits the school HOY sign off. □ Develop a proposal for school improvement that is presented to the school parliament. □ Deliver workshops to younger pupils on online safety or responsible conduct. □ Lead a wellbeing, anti-bullying or mental health initiative. □ Organise a student awareness event promoting informed choices. □ Create resources helping younger pupils transition to secondary school.

			□ Run a campaign promoting safe and responsible use of social media. □ Organise an interfaith or intercultural awareness event. □ Lead a sustainability or environmental improvement project. □ Research a local issue and present recommendations to leadership team.
Culture & Wider World Building cultural capital through experiences beyond everyday life. **Complete and evidence at least 3 bullet points**	□ Attend a school trip/family visit to a museum, gallery, theatre or historic site. Reflection and photograph. □ Attend a visiting speaker event and complete a reflection. □ Research a country, culture or faith different from your own and produce a presentation. □ Attend a concert, exhibition or cultural performance and write a review □ Attend a careers fair, university talk or guest speaker event. Evidence: reflection. □ Visit a place of worship and reflect on what was learned about another faith. □ Attend a cultural celebration event in school, such as Black History Month,	□ Deliver a presentation on a significant cultural, historical or global issue. □ Support a cultural celebration within school. □ Attend a university, apprenticeship or careers event and reflect on learning. □ Visit two cultural venues during the academic year and complete a review. □ Participate in a Model United Nations, geography or history enrichment activity. □ Lead a tutor-time activity on a cultural or global issue. □ Research a significant world event and present findings to peers. □ Create a display celebrating a culture, faith, historical event or heritage month. □ Attend a place of worship and compare beliefs, traditions and values. □ Interview a professional from a chosen career field and present findings.	□ Organise or support a cultural awareness event for younger pupils. □ Lead an assembly linked to cultural understanding or global awareness. □ Create a display, exhibit or resource celebrating diversity and culture. □ Act as a guide or ambassador during an external visit. □ Develop a project which promotes understanding of another culture or community Lead an assembly on a cultural, historical or global issue. Evidence: staff sign-off, photographs and reflection. □ Produce a podcast, newsletter or video series exploring global

	International Women's Day or Languages Day. Watch a theatre performance and write a review. Visit a city, landmark or place of historical significance and complete a reflection. Research a country and produce a fact file or presentation. Interview a family member or community member about their life experiences and present findings. Try food from another culture and reflect on the experience.		issues. Evidence: completed materials. Create a school guide promoting university, apprenticeship or career pathways. Create a "Cultural Capital Guide" recommending experiences, books, places and opportunities for younger students.
Scholarship & Independent Learning Showing intellectual curiosity beyond the classroom. **Complete and evidence at least 3 bullet points**	 Complete an independent research task beyond classroom learning. Attend a revision, study skills or academic enrichment session. Enter a subject competition. Produce a fact file or presentation on an area of personal interest. Demonstrate regular completion of independent study.	 Complete an extended research project. Attend an academic lecture, workshop or masterclass. Produce revision resources for peers. Participate in a STEM, History, Geography, Languages or Science challenge. Present research findings to a class or club.	 Lead an academic club session or workshop. Mentor younger pupils with study skills or revision. Produce a scholarly project demonstrating extended independent study. Organise participation in an academic competition. Create a resource bank that supports learning for future pupils.
Literary Culture Reading is part of the school's ethos. All Bullet points	Read three books from the beyond curriculum recommended reads list and complete reviews	Read three books from the beyond curriculum recommended reads list and complete reviews. Choose 1 book as a recommended read to your form	Read three books from the beyond curriculum recommended reads list and complete reviews.

		class/year group and write a one-page persuasive writing piece that encourages them to read it.	Lead a reading activity with younger pupils. Read a book of your choice and write a recommendation for that book to be added to the beyond curriculum recommended reads list
Service & Character Contributing positively to school and community. **Complete and evidence at least 2 bullet points**	□ Volunteer at a school event. Signed of by HOY □ Support a charity initiative. Photograph, reflection signed off by HOY □ Demonstrate consistent positive conduct and attendance. Signed off by HOY through Edulink □ Attend a retreat and write a reflection. □ Assist with form or house competition. FT sign off recount □ Participate in a community service activity. Letter/certificate of participation, photographs, signed by event organiser	□ Regular volunteering over a sustained period. Signed off by organiser □ Support younger pupils during transition activities. Signed off by HOY □ Take responsibility at school events. Signed by organiser with statement □ Participate in parish or community service activities. Signed off by organiser with statement □ Complete a character reflection showing personal growth. □ Produce a reflection of a time you showed integrity, self-awareness respect or endeavour.	□ Lead a service project. Signed off by organiser □ Organise volunteers for a school or community event. Reflection, statement, photographs, □ Mentor younger pupils. Signed statement by organiser. □ Demonstrate sustained commitment to service over a year. Signed statement □ Create an initiative that benefits the school community beyond Year 9. Signed off by SLT □ Produce a statement of intent for your future aspirations and share it with your form class – FT sign off.
Enrichment & Participation Active involvement in extracurricular opportunities **Complete and evidence at least 3 bullet points**	□ Attend an extracurricular club for one term. Statement signed by leader □ Represent tutor group or house in a competition. Statement signed off by leader □ Participate in a sports fixture, performance or	□ Participate in two extracurricular activities over the year. Statement signed by leader □ Represent the school in sport, music, drama or another activity. Statement signed by leader □ Take part in a competition, performance or exhibition. Statement signed by leader □ Support a member of staff in the running of a club or activity. Statement signed by leader	□ Captain, lead or help organise an extracurricular team or activity. Statement signed by leader □ Act as a sports leader, arts ambassador or club leader. Statement signed by leader □ Run a session for younger pupils.

	showcase. Statement signed off by Leader Try a new music, drama, STEM or enrichment club and write a review Compete in a house competition/sports day. Statement signed off by Leader Attend a revision or study support club. Statement signed off by Leader Take part in a school trip or residential. Statement signed off by Leader Enter an art, photography or writing competition. Statement signed off by Leader	Achieve recognition within an extracurricular area. Statement signed by leader. Complete a term of music tuition Take part in a regional or external competition. Complete a skills-based course or qualification Coach or support younger students during club activities. Help with technical support for productions or events	Statement signed by leader Organise a competition, performance or event. Statement signed by leader Demonstrate sustained participation and leadership in enrichment activities. Statement signed by leader Achieve school colours or recognition for participation. Take a leading role in a production, concert or showcase. Act as a sports ambassador during Open Evening. Achieve a sports award or recognition. Participate in an external sporting competition. Support younger pupils during sports clubs. Act as a student guide for visitors. Attend a residential trip. Complete a Duke of Edinburgh section (if available). Participate in a careers event. Attend university outreach activities. Take part in workshops run by external providers. Complete a recognised online

			course beyond the curriculum