

RHE & Values Toolkit



Our Values

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Responsible	Respectful	Healthy (body)	Inspirational	Honest	Kind
Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Inclusive	Determined	Healthy (mind)	Friendship	Positive	Creative

P4C and RHE curriculum map outlines coverage of 67 bullet points of DfE statutory Requirements for primary pupils by the end of KS2

How do we Introduce/launch each value?

- One each half term (two year rolling programme)
- Whole school assembly led by HT/SLT/Teacher (during COVID restrictions a whole school assembly will be replaced by a class assembly distributed for teachers by P4C lead.

How does each class learn about the values/RHE?

- Our half termly value has a weekly class focus, incorporating links with RHE and including P4C
- Other opportunities in the curriculum (eg RE, science & ICT)
- Everyday role modelling and reinforcing by all teaching staff

How is each value publicised?

- Display in reception linked to current value managed by subject leader and classes provide work for this display.
- Current value displayed in classroom – subject leader will provide a poster

How is each value recognised and celebrated?

- Values cup – child nominated for the award (by teachers, parents, peers) and awarded values cup at end of each half term
- Values stickers
- **2 classes** participates in the wrap-up assembly at the end of the half term (during COVID restrictions this will be videoed and shared with the rest of the school)

How is learning for each value evidenced?

- Children displaying traits of the value through what they do and say in everyday life
- School Values book contains evidence of RHE learning from every class for each half term.
- RHE planning collated and kept in the School Values book.

How is P4C learning evidenced and progression of discussion skills ensured across the school?

- Lesson observations carried out by HT and subject leader. Feedback given to staff to ensure development of children's discussion skills.
- Pupil voice evidence
- Progression of skills across key stages document provided to all teachers
- Class self-assessment of discussion skills completed termly
- P4C learning log kept by teachers.

Philosophy for Children: Progression of Skills

FSU	KS1	Lower KS2	Upper KS2
Some people speak	Most people speak	I speak Most people speak	I speak Most people speak We help others to speak
We listen to others	We listen carefully to other speakers and give them eye contact	We listen carefully to every speaker	We listen carefully to every speaker We let people finish saying what they wanted
We take turns to speak	We take turns to speak one at a time	We take turns to speak one at a time	We take turns to speak one at a time
	We concentrate on the stimulus and reflect on it	We stick with the main dialogue topics	We stick with the main dialogue topics
	We identify similarities and differences	We identify similarities and differences	We identify similarities and differences
	We begin to ask questions of others	We ask questions of others	By asking others questions we understand more what they mean
We are starting to use vocabulary such as “I agree ” and “I disagree ”.	We know it’s ok to disagree	We disagree without showing anger	We disagree without showing anger
We are beginning to use the word “because” to give reasons	We give reasons	We give reasons	We give reasons We suggest conclusions We suggest lessons learnt