



## How our Values curriculum is constructed

Our Values curriculum, supported by other subjects' curriculums (eg science, RE and computing) is instrumental in supporting children with their personal development and its content is core to ensuring we meet the DfE's statutory guidance on relationships education, relationships and sex education and health education and incorporates the teaching of protected characteristics.

Our Values curriculum is split into six themed half term units of learning: Responsible (autumn 1); Friendship (autumn 2); Healthy (body) (spring1); Positive (spring 2: Inclusive (summer 1) and Inspirational (summer 2).

Each themed half term includes:

- A Values assembly led by the Values subject leader to introduce the Value for the half term
- **SCARF lessons** that focus on the Value and typically three **P4C (Philosophy for Children)** sessions related to the value
- **British Values** and understanding of **protected characteristics** are woven throughout Values and included in the learning
- Presentation of the Values Cup to a pupil nominated by their peers
- A Values assembly led by children to share their Values learning.
- Each class contributing to our *It's Important to Us*' Values display in main entrance
- Contributions to each class's Values floor book

'**Values Curriculum Overview**' details what is taught and when and cross references activities with statutory requirements. Following this is our **Philosophy for Children Progression** that details sequential key skills the children develop to be able to effectively explore, question and understand our Values.

Our medium term planning identifies the '**sticky knowledge**', what some people call '**substantive knowledge**', and this is the body of knowledge we have selected as being of value for our children to know and remember. The sticky knowledge is sequenced and builds on relevant previous learning and supports future relevant learning.

To us, our Values curriculum involves learning **how to make our lives and the lives of others better.**

# Values Curriculum Overview


Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Responsible	Friendship	Healthy (body)	Positive	Inclusive	Inspirational
Extras	<p>Values launch assembly by staff and Values sharing assembly by children.</p> <p>Years 5 and 6 Beach clean</p> <p>Years 5 and 6 residential trips</p>	<p>Values launch assembly by staff and Values sharing assembly by children.</p> <p>Y5&amp;6 online/virtual reality (incl social media) workshop</p> <p>Monday 14 Nov Anti-Bullying Week - <a href="#">Assembly &amp; Odd Socks Day</a></p>	<p>Values launch assembly by staff and Values sharing assembly by children.</p> <p>SCARF led class workshops</p> <p>Years 5 and 6 external provider workshop on drugs and alcohol</p>	<p>Values launch assembly by staff and Values sharing assembly by children.</p>	<p>Values launch assembly by staff and Values sharing assembly by children.</p>	<p>Parents led assembly about their job</p> <p>Parents visit assemblies to share their occupations</p>

<p>FSU</p>	<p>Class rules</p> <p>Dolphins given responsibility of looking after Turtles</p> <p>Looking after our classroom</p> <p>When we walk to the library what is responsible behaviour</p> <p>SCARF Rights and Respect 'Being helpful at home and Caring for our classroom' (RR2, RR3)</p>	<p>Scarf Rights and Respect 'Looking after my friends' (CF1, CF2, CF3, RR1, RR8, BS6) Kindness</p> <p>Harvest story 'Big Red apple'</p>	<p>What happens to our heart when we exercise (children learn where their heart is and to feel what happens)</p> <p>Talk about their own experience of growing up and how they have changed. Life cycles of chicken and frog (AGE, SEX)</p> <p>Name parts of the body using the correct vocabulary. Explain which parts of their body are kept private and safe and why eg through the story 'Aliens love underpants' Tell or ask an appropriate adult for help if they feel unsafe.</p> <p>Talk about how to keep their bodies healthy and safe. Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online - E-safety talk about being kind in person and online Name adults in</p>	<p>Peer massage - asking permission, positive touch, working together (ongoing)</p> <p>SCARF Being My Best 'My Healthy Mind' (MW1, MW6)</p>	<p>SCARF YR Valuing differences 'I'm special, you're special' (RR1, RR4) (RACE, RELIGION OR BELIEF)(BRITISH VALUES)</p> <p>SCARF YR Valuing differences 'Same and different' Siory 'Harold shares his scarf' (CF1, CF2, CF3, RR1, RR4, RR5, BS6, MW3) (RELIGION OR BELIEF, SEXUAL ORIENTATION) (BRITISH VALUES)</p> <p>'Ten Little Fingers and Ten Little Toes' by Helen Oxenbury</p>	
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			<p>their lives and those in their community who keep them safe.</p>			
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1	<p><b>S1</b> SCARF Me and My relationships 'Why we have class room rules' (RR2, RR3)</p> <p><b>S2</b> P4C When David gets in Trouble (RR2)</p> <p><b>S3</b> P4C Text: When David gets in Trouble (cont.)</p> <p><b>S4</b> SCARF Me and My relationships 'How are you listening?' (RR1, CF2, CF4, CF5)</p> <p><b>S5</b> P4C Text: What if Everybody Did That? (RR3)</p> <p><b>S6</b> P4C Text: What if Everybody Did That? (cont)</p> <p><b>S7</b> SCARF Harold's Wash and Brush Up (HP4, HP5)</p>	<p><b>S1</b> SCARF Me and My relationships 'Good friends' (CF1, CF2, CF3)</p> <p><b>S2</b> P4C 'The Super Swooper Dinosaur'. Read aloud version on YouTube: <a href="https://www.youtube.com/watch?v=6h5uFXmYQY0">https://www.youtube.com/watch?v=6h5uFXmYQY0</a> (CF3, CF4)</p> <p><b>S3</b> Anti bullying week SCARF Valuing differences 'Unkind, lease or bully?' (CF2, CF3, CF4, RR5, RR6, MW8)</p> <p><b>S4</b> P4C Text 'Best of friends' (CF2, CF4)</p> <p><b>S5</b> SCARF Valuing difference 'Who are our special people' (FPC1, FPC2, FPC3, FPC4, MW6) <b>(RELIGION OR BELIEF)</b></p> <p><b>S6</b> P4C Text 'Crispin The Pig who had it all' (CF1, CF2, CF5)</p> <p><b>S7</b> SCARF Valuing difference 'It's not fair' (CF2, CF3, CF4, RR2, RR3)</p>	<p><b>S1</b> First aid Paramedic and nurse visit – how to call for help (BFA1)</p> <p><b>S2</b> NSPCC (current) KS1 assembly video and lesson NSPCC (current) KS1 assembly video and lesson</p> <p><b>S3</b> SCARF Keeping Safe 'Who can help?' (BS5-8)</p> <p><b>S4</b> SCARF Keeping Safe 'Good or bad touches' (using NSPCC PANTS resources) (RR1, BS1-8) PANTS song <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</a></p> <p><b>S5</b> SCARF: Keeping Safe 'What could Harold do? (medicines) (DAT1)</p> <p><b>S6</b> SCARF: Keeping Safe 'Super sleep' (HP3)</p>	<p><b>S1</b> SCARF Being My Best 'Harold has a bad day' (CF2, CF4, RR2, RR3, RR5)</p> <p><b>S2</b> P4C Text 'The Bear, The Piano, The Dog and The Fiddle'- David Litchfield.. (MW2)</p> <p><b>S3</b> SCARF Being My Best 'Harold learns to ride his bike' (MW2)</p> <p><b>S4</b> SCARF WORKSHOP Feelings</p> <p><b>S5</b> SCARF Being My Best 'Pass on the praise' (CF2, CF5, RR1, RR3, RR5)</p> <p><b>S6</b> P4C Text 'Almost anything'- Sophie Henn (MW6)</p> <p><b>S7</b> P4C Text Beautiful Oops (use visualiser) (MW2)</p>	<p><b>S1</b> SCARF Valuing Difference 'Our special people balloons' (FPC3, FPC4)</p> <p><b>S2</b> P4C text 'Tyrannosaurus Drip' by Julia Donaldson (FPC1,FPC3, FPC6)</p> <p><b>S3</b> SCARF Valuing Difference 'Same or different?' (FPC3, FPC4, RR1, RR2)</p> <p><b>S4</b> P4C text'Elmer' by David McKee (FPC3, RR1, RR2)</p> <p><b>S5</b> Mentally Healthy Schools website <a href="#">link to resources</a> 'The Same but Different Too!' by Karl Newson &amp; Kate Hindle. (RR1, RR2, RR4)</p> <p><b>S6</b> P4C text 'Coming to England' by Floella Benjamin (FPC2, FPC3, FPC4, RR1, RR2) <b>(RACE, RELGION OR BELIEF)</b></p>	<p><b>S1 TBC</b> <b>S2 TBC</b> <b>S3 TBC</b> <b>S4 TBC</b> <b>S5 TBC</b> <b>S6 TBC</b> <b>S7 TBC</b></p>
2	<p><b>S1</b> P4C Work together to make Class Rules. Act them out and take photos for a display. (RR5)</p>	<p><b>S1</b> SCARF Me and My relationships 'Being a good friend' (CF1, CF2, CF3)</p>	<p><b>S1</b> First aid Paramedic and nurse visit – how to call for help (BFA1)</p>	<p><b>S1</b> PSHE Association Lesson 1 'We all have feelings' (MW3, MW6, MW9)</p>	<p><b>S1</b> SCARF Valuing Difference 'What makes us who we are?' (RR1, RR2) <b>(RACE,</b></p>	<p><b>S1 TBC</b> <b>S2 TBC</b> <b>S3 TBC</b> <b>S4 TBC</b> <b>S5 TBC</b></p>


	<p><b>S2</b> SCARF Rights and respect 'Playing Games' (OR1, OR3, BS1, BS2, ISH3)</p> <p><b>S3</b> P4C Text Mr Panda by Steve Anthony - discussion + generate question (RR3)</p> <p><b>S4</b> P4C Text Mr Panda (Cont)</p> <p><b>S5</b> SCARF Rights and respect 'How can we look after our Environment?'</p> <p><b>S6</b> P4C Text Tidy by Emily Gravett discussion + generate question (RR4)</p> <p><b>S7</b> P4C Text Tidy (Cont)</p>	<p><b>S2</b> P4C Text 'Something Else' (CF3)</p> <p><b>S3</b> Anti bullying week SCARF Me and My relationships 'Types of bullying' (RR5, RR6)</p> <p><b>S4</b> P4C Text 'Lost and Found' - Oliver Jeffers (CF3)</p> <p><b>S5</b> SCARF Me and My relationships 'Bullying or teasing? + Don't do that!' (RR5, RR6)</p> <p><b>S6</b> P4C Text 'Iris and Isaac' by Catherine Rayner (CF4)</p> <p><b>S7</b> SCARF Valuing differences 'An act of Kindness' (CF3, RR2, RR3, MW3)</p>	<p><b>S2</b> NSPCC (current) KS1 assembly video and lesson NSPCC (current) KS1 assembly video and lesson</p> <p><b>S3</b> SCARF Keeping Safe 'I don't like that' (RR1, BS1-8) PANTS song <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</a></p> <p><b>S4</b> SCARF Keeping Safe 'Fun or not?' (RR1, BS1-8)</p> <p><b>S5</b> SCARF Growing &amp; Changing 'My body, your body'</p> <p><b>S6</b> SCARF Growing &amp; Changing 'Some secrets should never be kept' (BS2)</p>	<p><b>S2</b> P4C Text 'Giraffe's Can't Dance' Keeping positive even when you don't think you can do something. (MW2)</p> <p><b>S3</b> PSHE Association Lesson 2 'Good and not so good feelings' (MW3, MW4, MW6)</p> <p><b>S4</b> SCARF WORKSHOP Keeping Safe with my Friends P4C session Text 'How to catch a star' by Oliver Jeffers</p> <p><b>S5</b> PSHE Association Lesson 3 'Feelings' (MW2, MW4, MW9)</p> <p><b>S6</b> P4C session 'Ruby's Worry' by Tom Percival (MW2, MW3) <a href="https://www.youtube.com/watch?v=9lhhCq44ar8">https://www.youtube.com/watch?v=9lhhCq44ar8</a></p>	<p><b>RELIGION OR BELIEF)</b></p> <p><b>S2</b> P4C text 'Odd Dog Out' by Rob Biddulph.(RR1, RR2, RR4)</p> <p><b>S3</b> SCARF Valuing differences 'When someone is feeling left out' (CF3, MW7)</p> <p><b>S4</b> P4C text 'Something Else' by Kathryn Cave (CF3)</p> <p><b>S5</b> SCARF Rights and Respect 'Getting on with others' (CF5, RR3, RR5, RR6)</p> <p><b>S6</b> P4C text 'What happened to you? By James Catchpole. (RR1, CF3) (DISABILITY)</p>	<p><b>S6 TBC</b> <b>S7 TBC</b></p>
3	<p><b>S1</b> Scarf Rights and Respect 'Our helpful volunteers' (MW5).</p> <p><b>S2</b> Scarf Rights and Respect 'Helping each other to stay safe' (BS8)</p>	<p><b>S1</b> SCARF Valuing differences 'Family and friends' (FPC1, FPC3, FPC4, FPC6, RR7) (SEXUAL ORIENTATION)</p> <p><b>S2</b> P4C Text 'How to be a lion' (RR7)</p>	<p><b>S1</b> First aid St John's ambulance Asthma (BFA2) <a href="https://www.sja.org.uk/key-stage-first-aid-lesson-plans">https://www.sja.org.uk/key-stage-first-aid-lesson-plans</a></p> <p><b>S2</b> NSPCC (current) KS2</p>	<p><b>S1</b> SCARF Being my Best! 'I am Fantastic!' (OR1) (DISABILITY, SEX, GENDER REASSIGNMENT)</p> <p><b>S2</b> P4C Using a growth mindset to overcome challenge and keep</p>	<p><b>S1</b> SCARF Valuing Difference 'My Community' (MW5)</p> <p><b>S2</b> P4C text - 'We move together' by Anne McGuire and Kelly Fritsch (RR1, RR2, RR5) (DISABILITY)</p>	<p><b>S1 TBC</b> <b>S2 TBC</b> <b>S3 TBC</b> <b>S4 TBC</b> <b>S5 TBC</b> <b>S6 TBC</b> <b>S7 TBC</b></p>



	<p><b>S3</b> Scarf Me and My Relationships 'As a rule' (ISH4)</p> <p><b>S4</b> P4C session Text 'The Good Egg' (RR4)</p> <p><b>S5</b> P4C Video input - Am I always responsible for my actions? (RR1, RR2, RR5, RR6)</p> <p><b>S6</b> P4C Text Tell the Truth B B Wolf (RR3, RR7,</p>	<p><b>S3</b> Anti bullying week SCARF Valuing differences 'Let's celebrate our differences (FPC3, RR1, RR2, RR6, OR2, MW8, ISH5) (AGE, DISABILITY, RELIGION OR BELIEF, SEX)</p> <p><b>S4</b> P4C 'For the Birds' video clip (RR1)</p> <p><b>S5</b> SCARF Me and My relationships 'Friends are special' (CF1, CF2, CF4, CF5, RR3)</p> <p><b>S6</b> P4C Text 'The invisible string' (CF3, RR4)</p> <p><b>S7</b> SCARF Me and My Relationships 'Looking after our special people' (CF1, CF2)</p>	<p>assembly video and lesson PANTS song <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</a></p> <p><b>S3</b> SCARF Growing &amp; Changing 'Body Space'</p> <p><b>S4</b> SCARF Growing &amp; Changing 'My changing body'</p> <p><b>S5</b> SCARF: Keeping Safe 'Help or harm?' (medicines) (DAT1)</p> <p><b>S6</b> SCARF: Keeping Safe Alcohol and cigarettes' (HE1,DAT1)</p>	<p>learning<a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-keep-learning/zdv2xyc">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-keep-learning/zdv2xyc</a> (MW3)</p> <p><b>S3</b> Scarf Being my Best 'Top Talents'(RR4, CF1)</p> <p><b>S4</b> SCARF WORKSHOP My Healthy Brain and Body</p> <p><b>S5</b> P4C 'All the ways to be smart' Davina Bell (RR7)</p> <p><b>S6</b> Scarf Being my Best 'For or Against?' (RR1, RR2, RR3)</p> <p><b>S7</b> P4C 'The Cracked Pot' - moral We all have certain flaws and imperfections within ourselves but these imperfections and flaws make us very interesting and rewarding.(RR4)</p>	<p><b>S3</b> SCARF Valuing Difference 'Our friends and neighbours' (RR1) (AGE, RACE, RELIGION, SEXUAL ORIENTATION)</p> <p><b>S4</b> P4C text - 'Tusk tusk' by David Mckee (RR1, RR2, RR5) (RACE)</p> <p><b>S5</b> SCARF Valuing Difference 'Zeb' (RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5) (DISABILITY, RACE, SEX, SEXUAL ORIENTATION)</p> <p><b>S6</b> BBC Bitesize Diversity and Difference video - <a href="https://www.bbc.co.uk/teach/school-radio/assemblies-ks2-diversity-difference-prejudice/z3f6qfr">https://www.bbc.co.uk/teach/school-radio/assemblies-ks2-diversity-difference-prejudice/z3f6qfr</a> (RR1, RR2, RR5) (RACE, GENDER)</p>	
4	<p><b>S1</b> SCARF Rights and Respect 'It's Your Right' (RR1, RR2, RR5, CF2)</p> <p><b>S2</b> P4C - The Frog and The Scorpion parable (RR1, RR2)</p> <p><b>S3</b> SCARF lesson Rights and Respect 'Safety in Numbers' (RR5, RR6, BS7)</p>	<p><b>S1</b> SCARF Valuing differences 'Friend or acquaintance' (FPC1, FPC2, CF1, CF2, RR1)</p> <p><b>S2</b> P4C Image</p>  <p><b>S3</b> Anti bullying week SCARF Valuing differences 'What</p>	<p><b>S1</b> First aid St John's ambulance Bites and Stings (BFA2) <a href="https://www.sja.org.uk/key-stage-first-aid-lesson-plans">https://www.sja.org.uk/key-stage-first-aid-lesson-plans</a></p> <p><b>S2</b> NSPCC (current) KS2 assembly video and lesson PANTS song <a href="https://learning.nspcc.org.uk/research-">https://learning.nspcc.org.uk/research-</a></p>	<p><b>S1</b> PSHE Association lesson 1 'Everyday Feelings' (MW2, MW3)</p> <p><b>S2</b> P4C How to develop a positive mindset <a href="https://www.youtube.com/watch?v=vRQkxeBDEF0">https://www.youtube.com/watch?v=vRQkxeBDEF0</a> (MW1)</p> <p><b>S3</b> PSHE Association Lesson 2 'Expressing Feelings' (MW2, MW3, MW4)</p>	<p><b>S1</b> SCARF Valuing Difference 'The people we share our world with' (FPC3, CF3, RR1, RR2, RR5) (RELIGION)</p> <p><b>S2</b> P4C text 'Pink is for Boys' book by Rob Pearlman (RR1, RR2, RR4, RR7) (SEX)</p> <p><b>S3</b> SCARF Valuing Difference 'Can you sort it?' (CF1, CF2,</p>	<p><b>S1 TBC</b>  <b>S2 TBC</b>  <b>S3 TBC</b>  <b>S4 TBC</b>  <b>S5 TBC</b>  <b>S6 TBC</b>  <b>S7 TBC</b></p>



	<p><b>S4</b> P4C Image as stimulus    (RR6, RR1)</p> <p><b>S5</b> SCARF Rights and Respect 'Who helps Us Stay healthy' (BS6, BS7, BS8, PHF4)</p> <p><b>S6</b> SCARF Rights and Respect 'How do we make a difference?' (RR3, RR5, OR2, OR3, BS2)</p>	<p>would I do?' (FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1)</p> <p><b>S4</b> P4C Text 'Willy and Hugh' or <a href="https://www.youtube.com/watch?v=HQLqeBALrm0">https://www.youtube.com/watch?v=HQLqeBALrm0</a> (RR6, CF2, CF3)</p> <p><b>S5</b> SCARF Me and My relationships 'ok or not OK (1)' (CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, HE3)</p> <p><b>S6</b> P4C <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt</a> (CF2, CF3, RR2)</p> <p><b>S7</b> SCARF Me and My relationships 'ok or not OK (2)' (CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, HE3)</p>	<p><a href="#">resources/schools/pants-teaching</a></p> <p><b>S3</b> SCARF Growing &amp; Changing 'My feelings are all over the place' (CAB1&amp;2)</p> <p><b>S4</b> SCARF Growing &amp; Changing 'All change!' (CAB1&amp;2)</p> <p><b>S5</b> SCARF Growing &amp; Changing 'Preparing for changes at puberty' (CAB1&amp;2)</p> <p><b>S6</b> SCARF Growing &amp; Changing 'Together' (FPC3, FPC5, CF1, CF2, CF4, CF5, RR1) (AGE, MARRIAGE AND CIVIL PARTNERSHIP, RELIGION OR BELIEF, SEX, SEXUAL ORIENTATION)</p>	<p><b>S4</b> SCARF WORKSHOP What makes me ME</p> <p><b>S5</b> PSHE Association Lesson 3 'Managing Feelings' (MW4, MW9, MW10)</p> <p><b>S6</b> P4C 12 Short stories on positive thinking tes resources (MW3, MW4)</p>	<p>CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4)</p> <p><b>S4</b> P4C text 'All are Welcome' book by Alexandra Penfold (FPC3, FPC4, RR1, RR5) (RACE, RELIGION OR BELIEF)</p> <p><b>S5</b> SCARF Me and My relationships 'Under pressure' (RR1, RR6 MW8, ISH5)</p> <p><b>S6</b> P4C Image    (RR1, RR2, RR4, RR6)</p>	
5	<p><b>S1</b> SCARF Rights and Respect 'Rights, responsibilities and duties' (ISH4, ISH5, ISH6, RR5, RR6, RR8, BS1, BS7, CF3, CF4, CF5, CF3, OR1, OR2, OR3,)</p> <p><b>S2</b> P4C Am I always responsible for my</p>	<p><b>S1</b> SCARF Valuing differences 'Qualities of friendship' (CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5)</p> <p><b>S2</b> P4C 'On Sudden Hill' – characteristics of friendships (CF1-4, FPC4, RR1T)</p>	<p><b>S1</b> First aid Paramedic and nurse visit – basic first aid (to include bleeding) (BFA1&amp;2)</p> <p><b>S2</b> NSPCC (current) KS2 assembly video and lesson</p>	<p><b>S1</b> SCARF Me and My Relationships 'Our emotional needs' (MW2, MW3, MW4, MW9, MW10)</p> <p><b>S2</b> P4C 'If I coloured the world'. Create their own colour the world poem. (MW1, MW2, MW3)</p>	<p><b>S1</b> SCARF Valuing Difference 'The land of the red People' (FPC3, CF3, RR1, RR2, RR4, RR5) (RACE, RELIGION, SEX)</p> <p><b>S2</b> P4C Kind Discussion and good listening (RR1, RR2, RR4, RR5)</p>	<p><b>S1</b> TBC  <b>S2</b> TBC  <b>S3</b> TBC  <b>S4</b> TBC  <b>S5</b> TBC  <b>S6</b> TBC  <b>S7</b> TBC</p>



	<p>actions? Adapted from The If Machine, by Peter Worley (RR5)</p> <p><b>S3</b> SCARF Rights and respect 'Lend us a fiver' (RR2)</p> <p><b>S4</b> P4C In a job who is your first responsibility to? (RR1, RR2, RR5)</p> <p><b>S5</b> Residential - being responsible for their possessions and behaviour (CF2, RR1, RR2, RR4)</p> <p><b>S6</b> SCARF Rights and Respect 'Mo makes a difference' (MW5, RR4)</p> <p><b>S7</b> SCARF Rights and Respect 'Local Council' (RR1, RR5)</p>	<p><b>S3</b> Anti bullying week SCARF Keeping Myself Safe 'Spot bullying' (RR6, OR1, OR2, OR3, OR5, MW8, ISH5)</p> <p><b>S4</b> P4C Troofriend Stimulus – how a friend makes you feel (RR2-3,MW1-3)</p> <p><b>S5</b> SCARF Me and My relationships 'How good a friend are you?' (CF1, CF2, CF3, CF4, MW1, MW2, MW3)</p> <p><b>S6</b> P4C War Game link (RR1-3&amp;6)</p> <p><b>S7</b> SCARF Me and My relationships 'Dan's Day' (FP1&amp;2,CF3,MW1-4,CAB1)</p>	<p>Consent – revision <a href="https://www.youtube.com/watch?v=1wOqcU79Rh8">https://www.youtube.com/watch?v=1wOqcU79Rh8</a> (RR1, BS1-8)</p> <p><b>S3</b> SCARF Growing &amp; Changing 'Growing up and changing bodies' (CAB1&amp;2) (SEX)</p> <p><b>S4</b> SCARF Growing &amp; Changing 'Changing bodies and feelings' (CAB1&amp;2)</p> <p><b>S5</b> SCARF Growing &amp; Changing 'Help! I'm a teenager get me out of here' (CAB1&amp;2)</p> <p><b>S6</b> SCARF Keeping Safe 'Would you risk it?' (CAB1&amp;2)</p>	<p><b>S3</b> SCARF Growing and Changing 'How are you feeling?' (MW2, MW3, MW4)</p> <p><b>S4</b> SCARF WORKSHOP Looking after our Physical and Mental Wellbeing</p> <p><b>S5</b> P4C Posters which aim to work on growth mindset and being positive. (MW1, MW2, MW3, MW4, MW6)</p> <p><b>S6</b> SCARF Year 6 Being my Best '5 Ways of wellbeing project (MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2)</p> <p><b>S7</b> P4C Story of the two wolves Do we have the power to change the way we think? How? Clip of World cup shoot out (MW1, MW9)</p>	<p><b>S3</b> SCARF Valuing Difference 'Happy being Me' (RR1, RR2, RR3, RR4, RR5, RR6, RR7) (AGE, RACE, RELIGION, SEX)</p> <p><b>S4</b></p>  <p><b>P4C discussion</b> What does this picture mean? Why are some chosen and some ar not? (RR7) (AGE, RACE, RELIGION, SEX)</p> <p><b>S5</b> SCARF Valuing Difference 'Stop, start, stereotypes' (RR1, RR6,RR7) (SEX, SEXUAL ORIENTATION)</p> <p><b>S6</b> P4C discussion <a href="https://www.youtube.com/watch?v=5yLXrWLvwAo">https://www.youtube.com/watch?v=5yLXrWLvwAo</a> Challenging gender stereotypes between girls and boys (RR1, RR7) (SEX)</p>	
6	<p><b>S1</b> Rights, responsibility and duty – understanding (ISH4-6,RR5,6&amp;8,CF3-5,Bs1&amp;6)</p>	<p><b>S1</b> SCARF Valuing difference 'Advertising friendships' (FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6)</p>	<p><b>S1</b> First aid St John's ambulance Choking (BFA2) <a href="https://www.sja.org">https://www.sja.org</a>.</p>	<p><b>S1</b> PSHE Association Lesson 1 'Mental Health and Keeping well' (MW1, MW6, MW9)</p>	<p><b>S1</b> SCARF Valuing Difference 'We have more in common than not' (RR1, RR5, RR6, OR2) (AGE,</p>	<p><b>S1 TBC</b> <b>S2 TBC</b> <b>S3 TBC</b> <b>S4 TBC</b> <b>S5 TBC</b></p>

	<p><b>S2</b> SCARF Fake Book Friends (RR8,OR1,MW1,ISH4 &amp;6)</p> <p><b>S3</b> PFC Am I always responsible for my actions? BBC clip</p> <p><b>S4</b> Lend us a fiver – borrowing and lending issues (RR)</p> <p><b>S5</b> P4C – Staff Room Opera In a job who is your first responsibility to?</p> <p>Residential - being responsible for their possessions and behaviour (CF2, RR1, RR2, RR4)</p>	<p><b>S2</b> P4C Text: On Sudden Hill (FPC4, RR1&amp;CF1-4)</p> <p><b>S3</b> Anti bullying week SCARF Valuing difference 'OK To be Different' (CF2, RR1, RR6, BS1, MW3)</p> <p><b>S4</b> P4C Troofriend stimulus (RR2&amp;3, MW1-3)</p> <p><b>S5</b> SCARF Me and My relationships 'Solve the friendship problem' (CF2, CF3, CF4, CF5)</p> <p><b>S6</b> P4C War Game RR1-3)</p> <p><b>S7</b> SCARF Me and My relationships 'Dan's Day' (FPC1, FPC2, CF3, MW1, MW2, MW3, MW4, CAB1)</p>	<p><a href="http://uk/key-stage-first-aid-lesson-plans">uk/key-stage-first-aid-lesson-plans</a></p> <p><b>S2</b> NSPCC (current) KS2 assembly video and lesson</p> <p>Consent – revision <a href="https://www.youtube.com/watch?v=h3nhM9UIJjc">https://www.youtube.com/watch?v=h3nhM9UIJjc</a> (RR1, BS1-8)</p> <p><b>S3</b> SCARF Growing &amp; Changing 'Is this normal?' (CAB1&amp;2) <b>(SEX, RELIGION OR BELIEF)</b></p> <p><b>S4</b> SCARF Growing &amp; Changing 'Making babies' (CAB1&amp;2) <b>(SEX, PREGANCY AND MATERNITY)</b></p> <p><b>S5</b> SCARF Keeping Safe 'Drugs: it's the law' (HE1,DAT1)</p> <p><b>S6</b> SCARF Keeping Safe 'Alcohol: what is normal?' (HE1,DAT1)</p>	<p><b>S2</b> P4C Inspirational Quote 'A smooth sea never made a good sailor'</p> <p><b>S3</b> PSHE Association Lesson 2 'Managing challenges and change' (MW2, MW7, MW9, MW10)</p> <p><b>S4</b> SCARF WORKSHOP Choices Smoking</p> <p><b>S5</b> PSHE Association Lesson 3 'Feelings and common anxieties when transitioning to secondary school' (MW3, MW9)</p> <p><b>S6</b> P4C What are emotional needs? Imagine you have to live in a room all by yourself.</p> <p><b>S7</b> P4C The Romans used to have an expression: 'Mens sana in corpore sano', which translates into: 'A healthy mind in a healthy body'.</p>	<p><b>DISABILITY, RACE, RELIGION, SEX, SEXUAL ORIENTATION)</b></p> <p><b>S2</b> P4C discussion <a href="https://www.youtube.com/watch?v=5yLXrWlvwAo">https://www.youtube.com/watch?v=5yLXrWlvwAo</a> Challenging gender stereotypes between girls and boys (RR1, RR7) <b>(SEX (NEEDS TO BE CHANGED IN 2024))</b></p> <p><b>S3</b> SCARF Valuing Difference 'Respecting Differences' (RR1, RR2, RR3, RR5) <b>(BRITISH VALUES)</b></p> <p><b>S4</b> P4C discussion</p>  <p>Stereotypes and prejudice. Discuss reaction to this. Examine our own prejudice and stereotypes.</p>  <p>Discuss reaction. Create a question to discuss.</p>	<p><b>S6 TBC</b> <b>S7 TBC</b></p>
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					<p>Look at images of people and match their job. Powerpoint on prejudice.(RR1) (SEX)</p> <p><b>S5</b> SCARF Valuing Difference 'Tolerance and Respect for others' (RR1, RR2, RR5) (RACE, SEX)</p> <p><b>S6</b> P4C discussion Discrimination What is discrimination. Protected characteristics. Powerpoint (RR1) (AGE, DISABILITY, RACE, RELIGION, SEX, SEXUAL ORIENTATION) (BRITISH VALUES)</p>	
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## Philosophy for Children Progression

	FSU	Years 1&2	Years 3&4	Years 5&6
Speaking	Some people speak	Most people speak	I speak Most people speak	I speak Most people speak We help others to speak
Listening	Listen to others	Listen carefully to other speakers and give them eye contact	Listen carefully to every speaker	Listen carefully to every speaker Let people finish saying what they wanted to say
Turn-Taking	Take turns to speak	Take turns to speak one at a time	Take turns to speak one at a time	Take turns to speak one at a time
Concentrating	Concentrate on the stimulus	Concentrate on the stimulus and reflect on it	Stick with the main dialogue topics	Stick with the main dialogue topics
Comparing & contrasting	Identify similarities and differences	Identify similarities and differences	Identify similarities and differences	Identify similarities and differences
Questioning	Ask question to a key person	Begin to ask questions of others	Ask questions of others	By asking others questions we understand more what they mean
Opinions	Start to use vocabulary such as "I agree" and "I disagree"	Know it's ok to disagree	Disagree without showing anger	Disagree without showing anger
Reasoning	Begin to use the word "because" to give reasons	Give reasons	Give reasons	Give reasons Suggest conclusions Suggest lessons learnt

## Values 'Sticky' (substantive) Knowledge and Key Objectives (end points)

FSU	<p>Responsible</p> <ul style="list-style-type: none"> <li>Know how to take care of their learning environment</li> <li>Describe ways in which they can help others and why they would do so</li> </ul> <p>Friendship</p> <ul style="list-style-type: none"> <li>To name and talk about peers</li> </ul> <p>Healthy (body)</p> <ul style="list-style-type: none"> <li>Name body parts</li> </ul>
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	<ul style="list-style-type: none"> <li>• Understand that animals and humans change in appearance over time</li> <li>• Talk about their own experience of growing up</li> <li>• Know which parts of their body are kept private and safe</li> <li>• Know to tell or ask an appropriate adult if they feel unsafe</li> </ul> <p>Positive</p> <ul style="list-style-type: none"> <li>• Talk about what makes them feel good</li> <li>• Know what they can do to make their feelings good or better</li> </ul> <p>Inclusive</p> <ul style="list-style-type: none"> <li>• Talk about - What things are the same about us? (e.g. how we look, things we like to do). <ul style="list-style-type: none"> <li>- What things are different about us? (e.g. how we look, things we like to do).</li> <li>- What's good about not all being the same?</li> </ul> </li> </ul> <p>Inspirational</p> <ul style="list-style-type: none"> <li>• TBC</li> </ul>
Year 1	<p>Responsible</p> <ul style="list-style-type: none"> <li>• Give some examples of how I look after myself</li> <li>• Know most of our class rules and how to follow them</li> </ul> <p>Friendship</p> <ul style="list-style-type: none"> <li>• Know how to be a good friend and how to be kind and include others</li> <li>• Explain what bullying is and know that it's never OK to bully someone</li> </ul> <p>Healthy (body)</p> <ul style="list-style-type: none"> <li>• Know how to call for help in an emergency and who to speak to if they feel unsafe</li> <li>• Know and understand the PANTS rules and that they can say no to unwanted touch</li> <li>• Know what medicines are and basic rules around their safety</li> <li>• Know why sleep is important</li> </ul> <p>Positive</p> <ul style="list-style-type: none"> <li>• I know that we can feel different emotions and how I can respond in a positive way. I know that everyone makes mistakes and understand how I can learn from the experience.</li> </ul> <p>Inclusive</p> <ul style="list-style-type: none"> <li>• Recognise the ways in which we are all unique</li> <li>• Identify the differences and similarities between people</li> <li>• Empathise with those who are different from them;</li> <li>• Begin to appreciate the positive aspects of these differences.</li> </ul> <p>Inspirational</p> <ul style="list-style-type: none"> <li>• TBC</li> </ul>

<p>Year 2</p>	<p>Responsible</p> <ul style="list-style-type: none"> <li>• Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules.</li> <li>• Be responsible for my information online (ie only talking to people I know in real life)</li> <li>• Know how to be responsible for my own environment</li> </ul> <p>Friendship</p> <ul style="list-style-type: none"> <li>• Identify ways good friends care for each other</li> <li>• Know of different types of bullying</li> </ul> <p>Healthy (body)</p> <ul style="list-style-type: none"> <li>• Know how to call for help in an emergency and who to speak to if they feel unsafe</li> <li>• Know that permission is needed to touch someone</li> <li>• Know that some parts of the body are private and where babies come from</li> <li>• Understand the difference between unsafe secrets and safe secrets (surprises)</li> </ul> <p>Positive</p> <ul style="list-style-type: none"> <li>• Most of the time I can express my feelings in a safe, controlled way.</li> </ul> <p>Inclusive</p> <ul style="list-style-type: none"> <li>• Identify some of the physical and non-physical differences and similarities between people</li> <li>• Explain how it feels to be part of a group and how it feels to be left out from a group;</li> <li>• Suggest and use strategies for helping someone who is feeling left out</li> </ul> <p>Inspirational</p> <ul style="list-style-type: none"> <li>• TBC</li> </ul>
<p>Year 3</p>	<p>Responsible</p> <ul style="list-style-type: none"> <li>• Explain why we have rules and why they differ for different places..</li> <li>• Take responsibility for my safety (ie knowing who is around me to keep me safe and how to seek help)</li> </ul> <p>Friendship</p> <ul style="list-style-type: none"> <li>• Know that there are different types of family (ie adopted, fostered, same sex parent families and single parent families)</li> <li>• Know some strategies for dealing with unkind behaviour (eg name calling)</li> <li>• Know how to make up when falling out with a friend</li> </ul> <p>Healthy (body)</p> <ul style="list-style-type: none"> <li>• Know basic first aid for an asthma attack and who to speak to if they feel unsafe</li> <li>• Understand personal space and how to manage people encroaching upon it</li> <li>• Know that creating a baby involves sperm fertilising an egg</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that medicines are drugs and identify the risks from effects of alcohol and cigarettes</li> </ul> <p>Positive</p> <ul style="list-style-type: none"> <li>• Most of the time I can express my feelings in a safe, controlled way</li> <li>• Identify my achievements and areas of development</li> <li>• Know that mistakes are helpful in learning and I know that a positive can come out of a negative</li> </ul> <p>Inclusive</p> <ul style="list-style-type: none"> <li>• Know what communities or community groups they belong to</li> <li>• Identify what the good things are about being part of a community</li> <li>• Understand that people living in the UK have different origins</li> <li>• Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious background</li> </ul> <p>Inspirational</p> <ul style="list-style-type: none"> <li>• TBC</li> </ul>
Year 4	<p>Responsible</p> <ul style="list-style-type: none"> <li>• Understand what human rights and responsibilities are and can identify some</li> <li>• Know how I and bystander can have a responsibility to influence events through our actions (eg bullying)</li> </ul> <p>Friendship</p> <ul style="list-style-type: none"> <li>• Understand the different types of relationships with people they know (ie family (close and wider), friend, acquaintance)</li> <li>• Explain the features of a positive and healthy relationship and those that are less so (eg when to say no to a friend)</li> <li>• Recognise friendships have 'ups and downs' and suggest strategies to repair friendships</li> </ul> <p>Healthy (body)</p> <ul style="list-style-type: none"> <li>• Know basic first aid for bites and stings and who to speak to if they feel unsafe</li> <li>• Know that puberty results in changes (body and mind) and what periods and wet dreams are</li> <li>• Know what marriage is, that it should be entered into freely and it includes same sex and different sex partners</li> </ul> <p>Positive</p> <ul style="list-style-type: none"> <li>• I can give examples of how I can tell a person is feeling worried, just by their body language.</li> </ul> <p>Inclusive</p> <ul style="list-style-type: none"> <li>• List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>• Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</li> <li>• Understands the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> <li>• Understands that marriage is a commitment to be entered into freely and not against someone's will;</li> <li>• Know that marriage includes same sex and opposite sex partners</li> <li>• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>



	<p>Inspirational</p> <ul style="list-style-type: none"> <li>• TBC</li> </ul>
Year 5	<p>Responsible</p> <ul style="list-style-type: none"> <li>• Understand what duty and responsibility mean, why they can be difficult to follow and the impact on others when not fulfilled (eg borrowing from others)</li> <li>• Explain how I was responsible for myself, my possession and others when on Y5 residential trip</li> </ul> <p>Friendship</p> <ul style="list-style-type: none"> <li>• Hypothesise what makes a good friend and evaluate their own qualities as a friend</li> <li>• Apply strategies to deal with a friendship that makes them unhappy (eg online cyber bullying)</li> <li>• Know what is meant by negotiating and compromising and evaluate their ability to do so (eg in resolving tricky situations)</li> </ul> <p>Healthy (body)</p> <ul style="list-style-type: none"> <li>• Know basic first aid for an emergency and who to speak to if they feel unsafe</li> <li>• Understand what personal hygiene is required in puberty</li> <li>• Identify the risk and understand the norms around drug taking (eg alcohol and cigarettes)</li> <li>• Know what is meant by consent and what to do if harmed consent is not given</li> </ul> <p>Positive</p> <ul style="list-style-type: none"> <li>• Give a range of examples of four emotional needs and explain why they are important.</li> </ul> <p>Inclusive</p> <ul style="list-style-type: none"> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>• Empathise with people who have been, and currently are, subjected to injustice, including through racism;</li> <li>• Consider how discriminatory behaviour can be challenged.</li> <li>• Recognise that some people can get bullied because of the way they express their gender;</li> <li>• Give examples of how bullying behaviours can be stopped.</li> </ul> <p>Inspirational</p> <ul style="list-style-type: none"> <li>• TBC</li> </ul>
Year 6	<p>Responsible</p> <ul style="list-style-type: none"> <li>• Understand what is meant by rights, responsibility and duty</li> <li>• Understand I have responsibility for making the right choices and risks and consequences of bad choices (eg in context of borrowing and lending)</li> <li>• Explain and evaluate how I was responsible for myself, my possessions and others when on Y6 residential trip</li> </ul> <p>Friendship</p> <ul style="list-style-type: none"> <li>• Understand what stereotype means, that negative associated opinions exist and how they can and should be challenged</li> </ul>

- Know how to apply same principles of healthy face-to-face relationships to online relationships

Healthy (body)

- Know basic first aid for choking and who to speak to if they feel unsafe
- Know that the changes undertaken in puberty are need for reproduction to be possible and ways the sperm can fertilise the egg to create a baby
- Know the legal age for consent and basic laws regarding drugs and have understanding of the risks associated with them
- Know what is meant by consent and what to do if harmed consent is not given

Positive

- Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.

Inclusive.

- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
- Understand and explain the term prejudice;
- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this

Inspirational

- TBC