



## 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 by 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

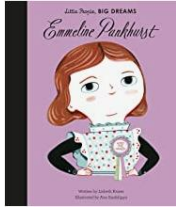
'**Values Curriculum Overview**' details what is taught and when and cross references activities with statutory requirements. Following this is our **Philosophy for Children Progression** that details sequential key skills the children develop to be able to effectively explore, question and understand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

# 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>Values launch assembly by staff and Values sharing assembly by children</p> <p>Parents visit classes to share their occupations</p>
FSU	<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 (<b>AGE, SEX</b>)</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'</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) (<b>RACE, RELIGION OR BELIEF</b>)(<b>BRITISH VALUES</b>)</p> <p>SCARF YR Valuing differences 'Same and different' Siory 'Harold shares his scarf' (CF1, CF2, CF3, RR1, RR4, RR5, BS6, MW3) (<b>RELIGION OR BELIEF, SEXUAL ORIENTATION</b>) (<b>BRITISH VALUES</b>)</p> <p>'Ten Little Fingers and Ten Little Toes' by Helen Oxenbury</p>	<p>Theme: Who Inspires You?</p> <p>Who inspires you? eg people who they are in contact with eg swimming teacher</p> <p>What do you want to be when you grow up?</p> <p>What have you learnt in FSU?</p>




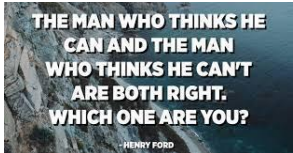
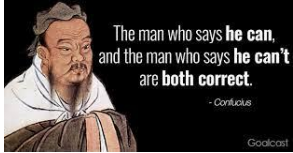
			<p>Tell or ask an appropriate adult for help if they feel unsafe.</p> <p>Talk about how to keep their bodies healthy and safe. Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online - E-safety talk about being kind in person and online Name adults in their lives and those in their community who keep them safe.</p>			
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>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>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'</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>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></p>	<p><b>Theme: Inspirational sports people</b></p> <p><b>S1</b> What does it mean to be inspirational? Look at pictures of inspirational sports people and discuss. (RR1)</p> <p><b>S2</b> P4C text 'Splash' by Claire Cashmore &amp; Sharon Davey (RR1, RR7)</p> <p><b>S3</b> P4C text 'Michael Jordan' by Maria Isabel Sanchez Vegara (RR1, RR7)</p> <p><b>S4</b> <b>TBC</b></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>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>(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>S6</b> P4C Text 'Almost anything'- Sophie Henn (MW6)</p> <p><b>S7</b> P4C Text Beautiful Oops (use visualiser) (MW2)</p>	<p>'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, RELIGION OR BELIEF)</b></p>	<p><b>S5</b> What have we learnt?- with Year 2</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>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</p>	<p><b>S1</b> SCARF Me and My relationships 'Being a good friend' (CF1, CF2, CF3)</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>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 '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</p>	<p><b>S1</b> PSHE Association Lesson 1 'We all have feelings' (MW3, MW6, MW9)</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>S1</b> SCARF Valuing Difference 'What makes us who we are?' (RR1, RR2) <b>(RACE, 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>Theme: Inspirational women (SEX)</b></p> <p><b>S1</b> What does inspirational mean? What does it mean to be inspired? What inspirational women have we already learnt about? Mary Seacole - why was she inspirational? (RR1,3,5,7)</p> <p><b>S2</b> P4C - Emmeline Pankhurst</p>  <p>(RR1,3,5,7)</p> <p><b>S3</b> Looking at the life of Rosa Parks - why was</p>

	discussion + generate question (RR4) <b>S7</b> P4C Text Tidy (Cont)	<b>S7</b> SCARF Valuing differences 'An act of Kindness' (CF3, RR2, RR3, MW3)	or not?' (RR1, BS1-8)  <b>S5</b> SCARF Growing & Changing 'My body, your body'  <b>S6</b> SCARF Growing & Changing 'Some secrets should never be kept' (BS2)	<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>	<b>S6</b> P4C text 'What happened to you?' By James Catchpole. (RR1, CF3) (DISABILITY)	she inspirational? (RR1,3,5,7)  <b>S4</b> P4C - 'Little People Big Dreams' Frida Kahlo  (RR1,3,5,7)  <b>S5</b> What have we learnt? With Y1
3	<b>S1</b> Scarf Rights and Respect 'Our helpful volunteers' (MW5).  <b>S2</b> Scarf Rights and Respect 'Helping each other to stay safe' (BS8)  <b>S3</b> Scarf Me and My Relationships 'As a rule' (ISH4)  <b>S4</b> P4C session Text 'The Good Egg' (RR4)  <b>S5</b> P4C Video input - Am I always responsible for my actions? (RR1, RR2, RR5, RR6)  <b>S6</b> P4C Text Tell the Truth B B Wolf (RR3, RR7,	<b>S1</b> SCARF Valuing differences 'Family and friends' (FPC1, FPC3, FPC4, FPC6, RR7) (SEXUAL ORIENTATION)  <b>S2</b> P4C Text 'How to be a lion' (RR7)  <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)  <b>S4</b> P4C 'For the Birds' video clip (RR1)  <b>S5</b> SCARF Me and My relationships 'Friends are special' (CF1, CF2, CF4, CF5, RR3)	<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>  <b>S2</b> NSPCC (current) KS2 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>  <b>S3</b> SCARF Growing & Changing 'Body Space'  <b>S4</b> SCARF Growing & Changing 'My changing body'  <b>S5</b> SCARF: Keeping Safe 'Help	<b>S1</b> SCARF Being my Best! 'I am Fantastic!' (OR1) (DISABILITY, SEX, GENDER REASSIGNMENT)  <b>S2</b> P4C Using a growth mindset to overcome challenge and keep 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)  <b>S3</b> Scarf Being my Best 'Top Talents'(RR4, CF1)  <b>S4</b> SCARF WORKSHOP My Healthy Brain and Body  <b>S5</b> P4C 'All the ways to be smart' Davina Bell (RR7)  <b>S6</b> Scarf Being my Best 'For or Against?' (RR1, RR2, RR3)	<b>S1</b> SCARF Valuing Difference 'My Community' (MW5)  <b>S2</b> P4C text - 'We move together' by Anne McGuire and Kelly Fritsch (RR1, RR2, RR5) (DISABILITY)  <b>S3</b> SCARF Valuing Difference 'Our friends and neighbours' (RR1) (AGE, RACE, RELIGION, SEXUAL ORIENTATION)  <b>S4</b> P4C text - 'Tusk tusk' by David Mckee (RR1, RR2, RR5) (RACE)  <b>S5</b> SCARF Valuing Difference 'Zeb' (RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5) (DISABILITY, RACE, SEX, SEXUAL ORIENTATION)	<b>Theme: Inspirational children</b> <b>S1</b> -What does inspiration mean? - Discuss some people who the children find inspirational. -Discuss what qualities an inspirational person might have e.g. courage, kindness, passion. -Draw someone who inspires and write explanation why they are inspirational  <b>S2</b> P4C - Jesse Owens 'Little People, Big Dreams'  <b>S3</b> Visit from Barney's mum paramedic to discuss role  <b>S4</b> Share text 'Children who changed the world'.  <b>S5</b> Inspirational quotes






		<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>or harm?' (medicines) (DAT1)</p> <p><b>S6</b> SCARF: Keeping Safe Alcohol and cigarettes' (HE1,DAT1)</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>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>	<p><b>S5</b> Inspirational learning shared with Year 4</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>S4</b> P4C Image as stimulus</p>  <p>(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><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 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=HQIqeBALm0">https://www.youtube.com/watch?v=HQIqeBALm0</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-">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-</a></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-resources/schools/pants-teaching">https://learning.nspcc.org.uk/research-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>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>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><b>Theme: Inspirational environmentalist</b></p> <p><b>S1</b> Discussion What does it mean to be inspirational?</p> <p>What does it mean to be inspired?</p> <p>Who inspires you?</p> <p><b>S2</b> P4C Text 'Great Women who Saved the Planet' Who are inspirational environmentalists?</p> <p><b>S3</b> Follow up to S2 and David Attenborough, Greta Thunburg</p> <p><b>S4</b> P4C images for discussion Climate change activist examples...</p> 

		<p><a href="#">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><b>S6</b> SCARF Growing &amp; Changing 'Together' (FPC3, FPC5, CF1, CF2, CF4, CF5, RR1) <b>(AGE, MARRIAGE AND CIVIL PARTNERSHIP, RELIGION OR BELIEF, SEX, SEXUAL ORIENTATION)</b></p>			 <p><b>S5</b> Visitor Plastic Free Torridge (Sadie Davis)</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 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</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>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>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>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) <b>(SEX)</b></p> <p><b>S4</b> SCARF Growing &amp; Changing 'Growing up and changing bodies and feelings' (CAB1&amp;2)</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>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,</p>	<p><b>S1</b> SCARF Valuing Difference 'The land of the red People' (FPC3, CF3, RR1, RR2, RR4, RR5) <b>(RACE, RELIGION, SEX)</b></p> <p><b>S2</b> P4C Kind Discussion and good listening (RR1, RR2, RR4, RR5)</p> <p><b>S3</b> SCARF Valuing Difference 'Happy being Me' (RR1, RR2, RR3, RR4, RR5, RR6, RR7) <b>(AGE, RACE, RELIGION, SEX)</b></p> <p><b>S4</b></p>  <p><b>P4C discussion</b> What does this picture mean? Why are some chosen and some are not? (RR7) <b>(AGE, RACE, RELIGION, SEX)</b></p>	<p><b>Theme: Inspirational poets</b></p> <p><b>S1</b> Poem Can thinking we can reach our dreams?</p> <p><a href="https://www.youtube.com/watch?v=O6d18Y6xA3o">https://www.youtube.com/watch?v=O6d18Y6xA3o</a></p>   <p>Children find own poem that inspires them to</p> <p><b>S2</b> P4C Image</p>  <p>What is the power of thought? Do we have the power</p>

	<p>difference' (MW5, RR4)</p> <p><b>S7</b> SCARF Rights and Respect 'Local Council' (RR1, RR5)</p>	<p><b>S7</b> SCARF Me and My relationships 'Dan's Day' (FP1&amp;2,CF3,MW1-4,CAB1)</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>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>S5</b> SCARF Valuing Difference 'Stop, start, stereotypes' (RR1, RR6,RR7) (<b>SEX, SEXUAL ORIENTATION</b>)</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) (<b>SEX</b>)</p>	<p>to change our thoughts? to share.</p> <p><b>S3</b> 'IF' By Rudyard Kipling <a href="https://www.youtube.com/watch?v=sqOgyNfH11U">https://www.youtube.com/watch?v=sqOgyNfH11U</a></p> <p><b>S4</b> <a href="https://www.youtube.com/watch?v=bq8eOm0zEls">https://www.youtube.com/watch?v=bq8eOm0zEls</a></p>  <p>We are inspired by winners. Is winning always the best?</p> <p><b>S5</b> Sharing our inspirational poems</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>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>S1</b> SCARF Valuing difference 'Advertising friendships' (FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6)</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>S1</b> First aid St John's ambulance Choking (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</p> <p>Consent – revision <a href="https://www.youtube.com/watch?v=h3nhM9UIJc">https://www.youtube.com/watch?v=h3nhM9UIJc</a> (RR1, BS1-8)</p>	<p><b>S1</b> PSHE Association Lesson 1 'Mental Health and Keeping well' (MW1, MW6, MW9)</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>S1</b> SCARF Valuing Difference 'We have more in common than not' (RR1, RR5, RR6, OR2) (<b>AGE, 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</b>)</p>	<p><b>Theme: Invictus Games</b></p> <p><b>S1</b></p>  <p><u>Invictus</u> by W.E. Henley – How can it inspire?</p> <p>Begin to learn poem. Find own poem that inspires.</p> <p><b>S2 P4C</b> The paradox: how can we be 'the</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>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><b>S3</b> SCARF Growing &amp; Changing 'Is this normal?' (CAB1&amp;2) (SEX, RELIGION OR BELIEF)</p> <p><b>S4</b> SCARF Growing &amp; Changing 'Making babies' (CAB1&amp;2) (SEX, PREGANCY AND MATERNITY)</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>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>(NEEDS TO BE CHANGED IN 2024)</b></p> <p><b>S3</b> SCARF Valuing Difference 'Respecting Differences' (RR1, RR2, RR3, RR5) (BRITISH VALUES)</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. 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.</p>	<p>captain of our soul' if we are subject to chance?</p> <p><b>S3</b> Choir Invictus games/Highlights of invictus games <a href="https://www.youtube.com/watch?v=i-q2aGNX7Ec">https://www.youtube.com/watch?v=i-q2aGNX7Ec</a> <a href="https://www.youtube.com/watch?v=eljxlMEEEM">https://www.youtube.com/watch?v=eljxlMEEEM</a></p> <p>Can we always keep going? What is winning? Can we always be the best version of ourselves?</p> <p><b>S4</b> P4C winning the race This race called life <a href="https://www.youtube.com/watch?v=bq8eOm0zEIs">https://www.youtube.com/watch?v=bq8eOm0zEIs</a></p>  <p>We are inspired by winners. Is winning always the best?</p> <p><b>S5</b> Inspirational visitor Staff to share inspirational poem Eleanore and Debbie</p>
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					Protected characteristics. Powerpoint (RR1) (AGE, DISABILITY, RACE, RELIGION, SEX, SEXUAL ORIENTATION) (BRITISH VALUES)	
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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

## Responsible

- Know how to take care of their learning environment
- Describe ways in which they can help others and why they would do so

## Friendship

- To name and talk about peers

## Healthy (body)

- Name body parts
- Understand that animals and humans change in appearance over time
- Talk about their own experience of growing up
- Know which parts of their body are kept private and safe
- Know to tell or ask an appropriate adult if they feel unsafe

## Positive

- Talk about what makes them feel good
- Know what they can do to make their feelings good or better

## Inclusive

- Talk about - What things are the same about us? (e.g. how we look, things we like to do).
  - What things are different about us? (e.g. how we look, things we like to do).
  - What's good about not all being the same?

## Inspirational

- To know who inspires you? eg people who they are in contact with eg swimming teacher
- To be able to discuss what do you want to be when you grow up and explain why?

Year 1

## Responsible

- Give some examples of how I look after myself
- Know most of our class rules and how to follow them

## Friendship

- Know how to be a good friend and how to be kind and include others
- Explain what bullying is and know that it's never OK to bully someone

## Healthy (body)

- Know how to call for help in an emergency and who to speak to if they feel unsafe
- Know and understand the PANTS rules and that they can say no to unwanted touch
- Know what medicines are and basic rules around their safety

	<ul style="list-style-type: none"> <li>● Know why sleep is important</li> </ul> <p><b>Positive</b></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><b>Inclusive</b></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><b>Inspirational</b></p> <ul style="list-style-type: none"> <li>● Know what inspirational means.</li> <li>● Give examples of someone that is an inspiration to you and explain why.</li> <li>● Know why the sports people we have looked at are inspirational.</li> <li>● To explain how we can all show inspirational behaviour.</li> </ul>
Year 2	<p><b>Responsible</b></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><b>Friendship</b></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><b>Healthy (body)</b></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><b>Positive</b></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><b>Inclusive</b></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><b>Inspirational</b></p> <ul style="list-style-type: none"> <li>● Give an example of why someone might be inspirational (Mary Seacole, Rosa Parks)</li> <li>● Know that you can do anything you put your mind to</li> </ul>

	<ul style="list-style-type: none"> <li>• Know what some inspirational women did to stand up for what they believe in (Mary Seacole, Rosa Parks, Emmeline Pankhurst)</li> <li>• Understand the importance of respecting others, regardless of their background.</li> </ul>
Year 3	<p><b>Responsible</b></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><b>Friendship</b></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><b>Healthy (body)</b></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> <li>• Know that medicines are drugs and identify the risks from effects of alcohol and cigarettes</li> </ul> <p><b>Positive</b></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><b>Inclusive</b></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><b>Inspirational</b></p> <ul style="list-style-type: none"> <li>• To know what inspiration means</li> <li>• Identify some people who have inspirational qualities</li> <li>• Identify some inspirational children and identify the qualities that make them inspirational</li> </ul>
Year 4	<p><b>Responsible</b></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><b>Friendship</b></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> </ul>



- Explain the features of a positive and healthy relationship and those that are less so (eg when to say no to a friend)
- Recognise friendships have 'ups and downs' and suggest strategies to repair friendships

**Healthy (body)**

- Know basic first aid for bites and stings and who to speak to if they feel unsafe
- Know that puberty results in changes (body and mind) and what periods and wet dreams are
- Know what marriage is, that it should be entered into freely and it includes same sex and different sex partners

**Positive**

- I can give examples of how I can tell a person is feeling worried, just by their body language.

**Inclusive**

- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
- Define the word *respect* and demonstrate ways of showing respect to others' differences.
- Understands the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
- Understands that marriage is a commitment to be entered into freely and not against someone's will;
- Know that marriage includes same sex and opposite sex partners
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

**Inspirational**

- I know what it means to be inspirational.
- I know inspirational environmentalists and what makes them inspiring.
- I can make thoughtful decisions as to whether some environmentalists are inspirational or not.

**Year 5**

**Responsible**

- 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)
- Explain how I was responsible for myself, my possession and others when on Y5 residential trip

**Friendship**

- Hypothesise what makes a good friend and evaluate their own qualities as a friend
- Apply strategies to deal with a friendship that makes them unhappy (eg online cyber bullying)
- Know what is meant by negotiating and compromising and evaluate their ability to do so (eg in resolving tricky situations)

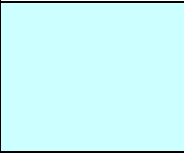
**Healthy (body)**

- Know basic first aid for an emergency and who to speak to if they feel unsafe
- Understand what personal hygiene is required in puberty
- Identify the risk and understand the norms around drug taking (eg alcohol and cigarettes)
- Know what is meant by consent and what to do if harmed consent is not given

**Positive**

- Give a range of examples of four emotional needs and explain why they are important.

	<p><b>Inclusive</b></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><b>Inspirational</b></p> <ul style="list-style-type: none"> <li>• Understand the power of our minds</li> <li>• Understand how poetry can be inspiring</li> <li>• Identify their own strengths and talents;</li> <li>• Identify areas that need improvement and describe strategies for achieving those improvements.</li> </ul>
Year 6	<p><b>Responsible</b></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><b>Friendship</b></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> <li>• Know how to apply same principles of healthy face-to-face relationships to online relationships</li> </ul> <p><b>Healthy (body)</b></p> <ul style="list-style-type: none"> <li>• Know basic first aid for choking and who to speak to if they feel unsafe</li> <li>• 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</li> <li>• Know the legal age for consent and basic laws regarding drugs and have understanding of the risks associated with them</li> <li>• Know what is meant by consent and what to do if harmed consent is not given</li> </ul> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</li> </ul> <p><b>Inclusive</b></p> <ul style="list-style-type: none"> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>• Understand and explain the term prejudice;</li> <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>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</li> </ul>

**Inspirational**

- Understand the difference between hero and celebrity.
- Understand that even heroes can make mistakes.