

How our Values curriculum is constructed



Our Values curriculum, supported by other subjects' curriculums (eg science, RE and computing) and school policies (including behaviour and safeguarding) and is instrumental in supporting children with their personal development. Its content and delivery meets the guiding principles of 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); Positive (spring 1); Healthy (body) (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

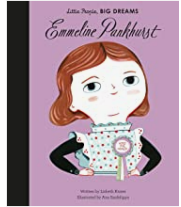
'**Values Curriculum Overview**' details what is taught and when and cross references activities with statutory requirements. Following this is our **Philosophy for Children Progression** that details sequential key skills the children develop to be able to effectively explore, question and understand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

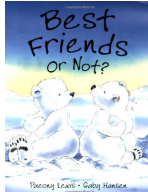
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Responsible	Friendship	Positive	Healthy (body)	Inclusive	Inspirational
Extras	Values launch assembly by staff and Values sharing assembly by children. Years 5 and 6 Beach clean Years 5 and 6 residential trips	Values launch assembly by staff and Values sharing assembly by children. Y5&6 online/virtual reality (incl social media) workshop Monday 14 Nov Anti-Bullying Week - Assembly & Odd Socks Day	Values launch assembly by staff and Values sharing assembly by children.	Values launch assembly by staff and Values sharing assembly by children. SCARF led class workshops Years 5 and 6 external provider workshop on drugs and alcohol	Values launch assembly by staff and Values sharing assembly by children.	Values launch assembly by staff and Values sharing assembly by children Parents visit classes to share their occupations
FSU	Zone of regulation area - (RKR 3,4&5) Class rules - (RKR2) Dolphins given responsibility of looking after Turtles (BS1, CF1 &2) Looking after our classroom -golden rules (RKR 5& 7, BS1) When we walk to the library what is responsible behaviour (PS 1&2) Dentist and ASDA Man for healthy eating and looking after our teeth. (HE 1 &4)	Harvest story 'Big Red apple' Circle time - how do we look after our friends? (CF1,2,3&5, FPC 1&3)	Peer massage - asking permission, positive touch, working together (ongoing) (GW1&2) Talk to children about healthy eating and their lunches (HE 1) NSPCC Speak out and stay safe. Buddy (FP6, RKR11, BS2&3, DB1&2)	What happens to our heart when we exercise (children learn where their heart is and to feel what happens) (IN PE) (PHF1&2) Talk about their own experience of growing up and how they have changed. Linked to Autumn 1 of human life cycle. Life cycles of chicken and frog (AGE, SEX) (DB1) Name parts of the body using the correct vocabulary. (DB2) Explain which parts of their body are kept private and safe and why eg through the story 'Aliens love underpants' and Pantosauraus song.	'Ten Little Fingers and Ten Little Toes' by Helen Oxenbury (RKR5) Inclusive Value - Giraffes can't dance (CF1, CF2, CF4, RKR1, RKR5, GW3) Sam's Story being kind online (OSA1)	Theme: Who Inspires You? Who inspires you? eg people who they are in contact with eg swimming teacher What do you want to be when you grow up? What have you learnt in FSU? E-safety talk about being kind in person and online (OSA1) Appledore Pride Valuing differences 'I'm special, you're special' (RKR1, RKR5) (RACE, RELIGION OR BELIEF)(BRITISH VALUES)

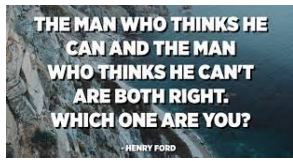
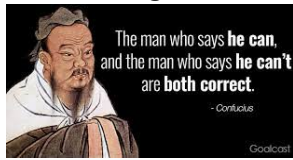
	Ourselves topic - who lives in our house. How are we helpful at home? (RKR 1,2) Human life cycle (DB1)			(DB2, BS3) Tell or ask an appropriate adult for help if they feel unsafe. (RKR11&BS7) Talk about how to keep their bodies healthy and safe. (HP3) Know how to stay safe in their home, classroom and outside. (PS1&2) Know age-appropriate ways to stay safe online (OSA 2,WO1) Name adults in their lives and those in their community who keep them safe. (BS7)		
1	S1 SCARF Me and My relationships 'Why we have class room rules' (RKR2,3,6&7) S2 P4C When David gets in Trouble (RKR2&6) S3 P4C Text: When David gets in Trouble (cont.) S4 SCARF Me and My relationships 'How are you listening?' (RKR1,RKR11, CF4,5,6&7)	S1 SCARF Me and My relationships 'Good friends' (CF1, 2,3&4) S2 P4C 'The Super Swooper Dinosaur'. Read aloud version on YouTube: https://www.youtube.com/watch?v=6h5uFXmYQY0 (CF2, CF5) S3 Anti bullying week SCARF Valuing differences 'Unkind, ease or bully?' (CF2,4,5&7, GW7, OSA1&6, RKR 5,6,9&11) S4 P4C Text 'Best of friends' (CF4, CF5)	S1 SCARF Being My Best 'Harold has a bad day' (CF4, 5&7, RKR 2,3,5&11) S2 P4C Text 'The Bear, The Piano, The Dog and The Fiddle'- David Litchfield.. (CF2,4,5 & GW3) S3 SCARF Being My Best 'Harold learns to ride his bike' (GW3) S4 SCARF WORKSHOP Feelings S5 SCARF Being My Best 'Pass on the	S1 First aid Paramedic and nurse visit - how to call for help (BFA1) S2 NSPCC (current) KS1 assembly video and lesson NSPCC (current) KS1 assembly video and lesson (BS3&4) S3 SCARF Keeping Safe Who can help?' (BS5, CF5&7, FPC6, RKR11) S4 SCARF Keeping Safe Good or bad touches' using NSPCC PANTS resources) BS1,2,5,6&7,DB2, FPC6, RKR8)	S1 SCARF Valuing Difference 'Our special people balloons' (FPC3, FPC4) S2 P4C text 'Tyrannosaurus Drip' by Julia Donaldson (FPC1,FPC3, FPC6) S3 SCARF Valuing Difference 'Same or different?' (FPC3, FPC4, RKR1, RKR2) S4 P4C text 'Elmer' by David McKee (CF1,2&4, RKR1, RKR2) S5 Mentally Healthy Schools website	Theme: Inspirational sports people S1 What does it mean to be inspirational? Look at pictures of inspirational sports people and discuss. (RKR1) S2 P4C text 'Splash' by Claire Cashmore & Sharon Davey (RKR1, RKR10) S3 P4C text 'Michael Jordan' by Maria Isabel Sanchez Vegara (RKR1, RKR10) S4 TBC

	S5 P4C Text: What if Everybody Did That? (RKR7) S6 P4C Text: What if Everybody Did That? (cont) S7 SCARF Harold's Wash and Brush Up (HP4, HP5)	S5 SCARF Valuing difference 'Who are our special people' (FPC1, FPC2, FPC3, FPC4, GW1, RKR8) (RELIGION OR BELIEF) S6 P4C Text 'Crispin The Pig who had it all' (CF1, CF4, CF7) S7 SCARF Valuing difference 'It's not fair' (CF2, CF4, CF5, RR2, RR3)	braise' (CF4,5&6, RKR1,3,5&6) S6 P4C Text 'Almost anything'- Sophie Henn (GW1) S7 P4C Text Beautiful Dops (use visualiser) (GW3)	PANTS song https://learning.nspcc.org.uk/research-resources/schools/pants-teaching S5 SCARF: Keeping Safe What could Harold do? (medicines) (DATV1, PS1) S6 SCARF: Keeping Safe Super sleep' (HPP3)	link to resources The Same but Different Too!' by Karl Newson & Kate Hindle. (RKR1, RKR2, RKR5) S6 P4C text 'Coming to England' by Floella Benjamin (FPC2, FPC3, FPC4, RKR1, RKR5) (RACE, RELIGION OR BELIEF)	S5 What have we learnt?- with Year 2
2	S1 P4C Work together to make Class Rules. Act them out and take photos for a display. (RKR7) S2 SCARF Rights and respect 'Playing Games' (OSA1,OSA2) S3 P4C Text Mr Panda by Steve Anthony - discussion + generate question (RR7) S4 P4C Text Mr Panda (Cont) S5 SCARF Rights and respect 'How can we look after our Environment?' PSHE association Learning opportunities -Respeting self & others -Mental health and wellbeing -Economic wellbeing	S1 SCARF Me and My relationships 'Being a good friend' (CF1, CF2, CF4) S2 P4C Text 'Something Else' (CF2,3 &5) S3 Anti bullying week SCARF Me and My relationships 'Types of bullying' (CF3&4, OSA1,4, RKR5,6&9) S4 P4C Text 'Lost and Found' - Oliver Jeffers (CF1, 4 & 5) S5 SCARF Me and My relationships 'Bullying or teasing?' (CF4, OSA1,4,5&6 RKR4,5,6&9) S6 P4C Text 'Iris and Isaac' by Catherine Rayner (CF5)	S1 PSHE Association Lesson 1 'Noticing and naming feelings'. (Codes to be added once taught) S2 PSHE Association Lesson 2 'Different distractions' (Codes to be added once taught) S3 PSHE Association Lesson 3 'Changing thoughts and feelings' (Codes to be added once taught) S4 PSHE Association Lesson 4 'Managing unhelpful thoughts' (Codes to be added once taught) S5 PSHE Association Lesson 5	S1 SCARF Harolds Postcard -helping us to keep clean and healthy (HPP 5&6) Vaccines/Immunisation S2 NSPCC (current) KS1 assembly video and lesson NSPCC (current) KS1 assembly video and lesson (BS3&4) S3 SCARF Keeping Safe 'I don't like that' (GW3, BS4) PANTS song https://learning.nspcc.org.uk/research-resources/schools/pants-teaching S4 SCARF Keeping Safe 'Fun or not?' (DB2, BS1,3 &5) S5 SCARF Growing & Changing 'My body, your body' (BS2, DB1,2&3)	S1 SCARF Valuing Difference 'What makes us who we are?' (RKR1, RKR2, RKR6) (RACE, RELIGION OR BELIEF) S2 P4C text 'Odd Dog Out' by Rob Biddulph.(RKR5, RKR8) S3 SCARF Valuing differences 'When someone is feeling left out' (CF2, GW6) S4 P4C text 'Julian is a Mermaid/ Julian at the Weddng" by Jessica Love (FPWC1, FPWC5) (RACE, SEXUAL ORIENTATION) S5 SCARF Rights and Respect 'Getting on with others' (CF4&6, RKR3,5,&9)	Theme: Inspirational women (SEX) S1 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? (RKR5) S2 P4C - Emmeline Pankhurst  (RKR10) S3 Looking at the life of Rosa Parks - why was she inspirational? (RKR5)

	S6 P4C Text Tidy by Emily Gravett discussion + generate question (RKR3) S7 P4C Text Tidy (Cont)	S7 SCARF Valuing differences 'An act of Kindness' (CF2, GW4, RKR2&3)	'Reactions and responses' (Codes to be added once taught) S6 P4C session 'Ruby's Worry' by Tom Percival (MW2, MW3) https://www.youtube.com/watch?v=9lhCg44ar8	S6 SCARF Growing & Changing 'Some secrets should never be kept' (BS1,2,3&4, DB2, GW3)	S6 P4C text 'What happened to you?' By James Catchpole. (RR1, CF3) (DISABILITY)	S4 P4C - 'Little People Big Dreams' Frida Kahlo  S5 What have we learnt? With Y1
3	S1 Scarf Rights and Respect 'Our helpful volunteers' GW1 RKR8 S2 Scarf Rights and Respect 'Helping each other to stay safe' BS7 S3 Scarf Me and My Relationships 'As a rule' OSA 6 WO 5,5,9 S4 P4C session Text 'The Good Egg' RKR4 S5 P4C Video input - Am I always responsible for my actions? RKR1,2,5,6 S6 P4C Text Tell the Truth B B Wolf RKR3,7	S1 SCARF Valuing differences 'Family and friends' FPWC1,3,4,6, RKR7 10,11 (SEXUAL ORIENTATION) S2 P4C Text 'How to be a lion' RKR 7 S3 Anti bullying week SCARF Valuing differences 'Let's celebrate our differences' FPC3 RKR1,2,6,9 OSA 1,4,5,6 WO 8 (AGE, DISABILITY, RELIGION OR BELIEF, SEX) S4 P4C 'For the Birds' video clip RKR1	S1 SCARF Being my Best 'I am Fantastic!' OSA2 (DISABILITY, SEX, GENDER REASSIGNMENT) S2 P4C Using a growth mindset to overcome challenge and keep learning https://www.bbc.co.uk/teach/cls-ks2-keep-learning/zdv2xyc GW3 S3 Scarf Being my Best 'Top Talents' RKR4 CF1 S4 SCARF WORKSHOP My Healthy Brain and Body	S1 First aid St John's ambulance Asthma BFA2 https://www.sja.org.uk/ky-stage-first-aid-lesson-plans S2 NSPCC (current) KS2 assembly video and lesson PANTS song https://learning.nspcc.org.uk/research-resources/schools/pants-teaching S3 SCARF Growing & Changing 'Body Space' BS3,6 DB2 S4 SCARF Growing & Changing 'My changing body' BS7 CF4 DB1,2,3 S5 SCARF: Keeping Safe 'Help or harm?' (medicines) VDAT1	S1 SCARF Valuing Difference 'My Community' GW1 RKR8 S2 P4C text - 'We move together' by Anne McGuire and Kelly Fritsch RKR1,2,5 (DISABILITY) S3 SCARF Valuing Difference 'Our friends and neighbours' RKR1.2.5 FPWC3 (AGE, RACE, RELIGION, SEXUAL ORIENTATION) S4 P4C text - 'Tusk tusk' by David Mckee RKR5 (RACE) S5 SCARF Valuing Difference 'Zeb' RKR 1,2,3,4,5,6,7,9,10,11	Theme: Inspirational children S1 -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 S2 P4C - Jesse Owens 'Little People, Big Dreams' S3 Visit from Barney's mum paramedic to discuss role S4 Share text 'Children who changed the world'. S5 Inspirational quotes

		S5 SCARF Me and My relationships 'Friends are special' CF1,, C3,4,5,6,7 RKR3,6,11 S6 P4C Text 'The invisible string' S7 SCARF Me and My Relationships 'Looking after our special people' CF1,3,4 RKR6	S5 P4C 'All the ways to be smart' Davina Bell RKR7 S6 Scarf Being my Best 'For or Against?' RKR1,2,3 S7 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 RKR4	HE4 S6 SCARF: Keeping Safe Alcohol and cigarettes' DATV1 HE4	OSA1,4,5,6 GW7 WO8 (DISABILITY, RACE, SEX, SEXUAL ORIENTATION) S6 BBC Bitesize Diversity and Difference video - https://www.bbc.co.uk/teach/school-radio/assembly-ks2-diversity-difference-prejudice/z3f6qfr (RKR1, RKR2, RKR5) (RACE, GENDER)	S5 Inspirational learning shared with Year 4
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4	S1 SCARF Rights and Respect 'It's Your Right' (RKR1, RKR2, RKR5) S2 P4C - The Frog and The Scorpion parable (RR1, RR2) S3 SCARF lesson Rights and Respect 'Safety in Numbers' (BS6, DB2, RKR5,6, 9) S4 P4C Image as stimulus  (RR6, RR1) S5 SCARF Rights and Respect 'Who helps Us Stay healthy' (BS6&7, DB2, GW9, PHF4) S6 SCARF Rights and Respect 'How do we make a difference?' (BS2, OSA1,3,4, 6, RKR3&5, WO1,3,4,5,6&8)	S1 SCARF Valuing differences 'Friend or acquaintance' (CF1,3,4&5, FPC1&2, RKR1) S2 P4C Image  S3 Anti bullying week SCARF Valuing differences 'What would I do?' FPC3 CF4,5,6,&7, OSA1,4,6, RKR1,2,3,5, 6,7,9 S4 P4C Text 'Best Friend or not?'  (CF5, RKR1,3&5) S5 SCARF Me and My relationships 'ok or not OK (1)' (CF,4,5,6&7, GW4, RKR1,2,3, 5, 6&11)	S1 PSHE Association Lesson 1 'Describing emotions' (Codes to be added once taught) S2 PSHE Association Lesson 2 'Managing internal and external distractions' (Codes to be added once taught) S3 PSHE Association Lesson 3 'Exploring different thinking habits' (Codes to be added once taught) S4 PSHE Association Lesson 4 'Different ways to manage worries' (Codes to be added once taught) S5 PSHE Association Lesson 6 'Strategies for calm' (Codes to be added once taught) S6 P4C 12 Short stories on positive thinking tes resources (GW3, GW4) S7 P4C How to develop a positive mindset https://www.youtube.com/watc	S1 First aid St John's ambulance Bites and Stings (BFA2) https://www.sja.org.uk/ky-stage-first-aid-lesson-plans S2 NSPCC (current) KS2 assembly video and lesson PANTS song https://learning.nspcc.org.uk/research-resources/schools/pants-teaching (BS6&7) S3 SCARF Growing & Changing 'My feelings are all over the place' (CF6, DB1, FPC1,2&4, GW4&5, RKR2) S4 SCARF Growing & Changing 'All change!' (BS6, DB1,2&3) S5 SCARF Growing & Changing 'Preparing for changes at puberty' (DB1,2&3, FPC4, OSA4) S6 SCARF Growing & Changing 'Together' (FPC3,4& 5, CF1,4,5,6&7, RKR1& 11) (AGE, MARRIAGE AND CIVIL PARTNERSHIP, RELIGION OR BELIEF, SEX, SEXUAL ORIENTATION)	S1 SCARF Valuing Different 'The People we share our world with' (FPC3, RKR1,2,4&5) S2 P4C Text 'Pink is for Boys' by Rob Pearlman (RKR1, RR2, RR4, RR7) (SEX). S3 SCARF Valuing difference 'Can you sort it out?' (CF1,2,3,4,5,6&7, OSA1, RKR1, 2,5,6&11, WO9) S4 P4C Text 'All are welcome' by Alexandra Penfold (FPC3&4, RKR1&5) (RACE, RELIGION OR BELIEF). S5 SCARF Me and my relationships 'Under pressure' (CF4, GW7, OSA5, OSA6, RKR1,6&9, WO8) S6 P4C Image	Theme: Inspirational environmentalist S1 Discussion What does it mean to be inspirational? What does it mean to be inspired? Who inspires you? S2 P4C Text 'Great Women who Saved the Planet' Who are inspirational environmentalists? S3 Follow up to S2 and David Attenborough, Greta Thunburg S4 P4C images for discussion Climate change activist examples...   S5 Visitor Plastic Free Torridge (Sadie Davis)
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		S6 P4C https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt (CF2, CF3, RR2) S7 SCARF Me and My relationships 'ok or not OK (2)' (CF4,5,6&7, GW4, OSA1&2, RKR1,4,5,6&11)	h?v=vRQkxkBDEF0 (GW1) S8 Scarf workshop online - What make you, you!			
5	S1 SCARF Rights and Respect 'Rights, respect and duties' (WO 5,8&9, RKR 2,5&9, BS1&7, CF2, 5& 7) S2 P4C Who is responsible? Actions and consequences based on the short film "Dangle" S3 SCARF Independence and responsibility (BS1) S4 P4C  Do we have a responsibility to be honest? (RKR1,2 &5) S5 Residential - being responsible for their possessions and behaviour (CF2, RKR1,2,&4)	S1 SCARF Valuing differences 'Qualities of friendship' (CF1, 2, 3, 4, 5, 6 and 7; RKR1, 2, 3, 4, 5 and 11) S2 P4C 'On Sudden Hill' – characteristics of friendships (CF1-4,FPC4,RKR1) S3 Anti bullying week SCARF Keeping Myself Safe 'Spot bullying' (GW7, OSA1, 2, 3, 4, 5 and 6; RKR5, 6 and 9; WO8) S4 P4C Troofriend Stimulus – how a friend makes you feel (RR2-3,MW1-3) S5 SCARF Me and My relationships 'How good a friend are you?' (CF1, 2, 3, 4, 5 and 7; GW2, 3 and 4; RKR11) S6 P4C War Game link (RR1-3&6)	S1 SCARF Me and My Relationships 'Our emotional needs' (GW3, 4, 5, 9 and 10) S2 P4C 'If I coloured the world'. Create their own colour the world poem. (MW1, MW2, MW3) S3 SCARF Growing and Changing 'How are you feeling?' (GW3, 4 and 5) S4 P4C Posters which aim to work on growth mindset and being positive. (MW1, MW2, MW3, MW4, MW6) S5 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)	S1 First aid Paramedic and nurse visit – basic first aid (to include bleeding) (BFA1&2) S2 NSPCC (current) KS2 assembly video and lesson Consent – revision https://www.youtube.com/watch?v=1wOqcU79Rh8 (RKR1, BS1-8) S3 SCARF Growing & Changing 'Growing up and changing bodies' (BS2 and 3; DB1, 2 and 3; FPC6, HPP4, OSA4, RKR8) (SEX) S4 SCARF Growing & Changing 'Changing bodies and feelings' (BS3, DB1, 2 and 3) S5 SCARF Growing & Changing 'Help! I'm a teenager get me out of here' (DB1, FPC2 and 4; RKR1, 2, 3 and 4)	S1 SCARF Valuing Difference 'The land of the red People' (CF2, FPC3, RKR1, 2, 4 and 5) (RACE, RELIGION, SEX) S2 P4C Kind Discussion and good listening (RKR1,2,4&5) S3 SCARF Valuing Difference 'Happy being Me' (RKR1, 2, 3, 4, 5, 6, 9, 10 and 11) (AGE, RACE, RELIGION, SEX) S4  P4C discussion What does this picture mean? Why are some chosen and some are not? (RKR5&10) (AGE, RACE, RELIGION, SEX)	Theme: Inspirational poets S1 Poem Can thinking we can reach our dreams? https://www.youtube.com/watch?v=O6d18Y6xA3o   Children find own poem that inspires them to S2 P4C Image  What is the power of thought? Do we have the power

	S6 SCARF Rights and Respect 'Mo makes a difference' (GW1, RKR8)			S6 SCARF Keeping Safe 'Would you risk it?' (BS1 and 4; CF1, 2, 4, 5, 6 and 7; DATV1, OSA2 and 3; RKR2, 3, 4 and 6; WO9 and 11)	S5 SCARF Valuing Difference 'Stop, start, stereotypes' (OSA1 and 6; RKR1, 6, 9, 10 and 11; WO4 and 8) (SEX, SEXUAL ORIENTATION) S6 P4C discussion https://www.youtube.com/watch?v=5yLXrWlvwAo Challenging gender stereotypes between girls and boys (RR1, RR7) (SEX)	to change our thoughts? to share. S3 'IF' By Rudyard Kipling https://www.youtube.com/watch?v=sqOgyNfHl1U S4 https://www.youtube.com/watch?v=bq8eOm0zEls  We are inspired by winners. Is winning always the best? S5 Sharing our inspirational poems
6	S1 SCARF Think Before You Click BS1 RKR 8 OSA 1,2,3,4,5,6 WO 5,8, 9 S2 P4C Choice and responsibility 	S1 SCARF Valuing difference 'Advertising friendships') S2 P4C Text: On Sudden Hill S3 Anti bullying week SCARF Valuing difference 'OK To be Different' BS1 CF3,4 GW4 RKR 1 6 9	S1 PSHE Association Lesson 1 'Mental Health and Keeping well' GW1,2,3,4,5,9,10 PHF1 HPP 3,4 S2 P4C Inspirational Quote 'A smooth sea never made a good sailor' S3 PSHE Association Lesson 2 'Managing	S1 First aid St John's ambulance Choking BFA2 https://www.sja.org.uk/key-stage-first-aid-lesson-plans S2 NSPCC (current) KS2 assembly video and lesson Consent – revision https://www.youtube.com/watch?v=h3nhM9Ulj_c RKR1 BS1-8	S1 SCARF Valuing Difference 'We have more in common than not' RKR 1,4,5,6,9 OSA1 (AGE, DISABILITY, RACE, RELIGION, SEX, SEXUAL ORIENTATION) S2 P4C discussion https://www.youtube.com/watch?v=5yLXrWlvwAo Challenging gender stereotypes between girls and boys	Theme: Invictus Games S1  <i>Invictus</i> by W.E. Henley – How can it inspire? Begin to learn poem. Find own poem that inspires. S2 P4C The paradox: how can we be 'the

	S3 SCARF P4C Fake Book Friends GW 3 OSA 2, 6 RKR 8 WO4, 5 S4 SCARF Its a Puzzle OSA 1- 6, BS 1,2,4 RKR 8 WO 1,4,5,8,11 S5 SCARF To Share or Not to Share BS 1-6 DB 2 GW 7 ORA 1-6 WO 10,11,2, 4, 5, 8 S6 P4C Responsibility and the Internet. Should we ban children from having phones?  Residential - being responsible for their possessions and behaviour (CF2, RKR1, RKR2, RKR4)	S4 P4C Troofriend stimulus CF1-5 S5 SCARF Me and My relationships 'Solve the friendship problem' CF2, CF3, CF4, CF5 CF6 CF 7 RKR 11 S6 P4C War Game RR1-3) S7 SCARF Advertising Friendships CF 1-7 FPWC 1, 4 GW 1 RKR 11,8	challenges and change' GW12,3,3,4,6,8,9,10 S4 SCARF WORKSHOP Choices S5 PSHE Association Lesson 3 'Feelings and common anxieties when transitioning to secondary school' GW 3, 8,9,10 S6 P4C What are emotional needs? Imagine you have to live in a room all by Yourself. GW	S3 SCARF Growing & Changing 'Is this normal?' BS6 CF4 DB1,2,3 HE2 RKR1 (SEX, RELIGION OR BELIEF) S4 SCARF Growing & Changing 'Making babies' FPWC3,4 BS6,7 DB1,2,3 (SEX, PREGANCY AND MATERNITY) S5 SCARF Keeping Safe 'Drugs: it's the law' HE1, DATV1 S6 SCARF Keeping Safe 'Alcohol: what is normal?' HE4 DATV1	RKR10 (SEX) (NEEDS TO BE CHANGED IN 2024) S3 SCARF Valuing Difference 'Respecting Differences' RKR8,9,10 (BRITISH VALUES) S4 P4C discussion  Stereotypes and prejudice. Discuss reaction to this. Examine our own prejudice and stereotypes. (RKR10)  Discuss reaction. Create a question to discuss. Look at images of people and match their job. Powerpoint on prejudice.(RKR1) (SEX) S5 SCARF Valuing Difference 'Tolerance and Respect for others'	captain of our soul' if we are subject to chance? S3 Choir Invictus games/Highlights of invictus games https://www.youtube.com/watch?v=i-q2aGNX7Ec https://www.youtube.com/watch?v=eljxjLmEEME Can we always keep going? What is winning? Can we always be the best version of ourselves? S4 P4C winning the race This race called life https://www.youtube.com/watch?v=bq8eOm0zEIs  We are inspired by winners. Is winning always the best? S5 Inspirational visitor Staff to share inspirational poem Eleanore and Debbie
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					(RKR1,2,5 CF4 (RACE, SEX) S6 P4C discussion Discrimination What is discrimination. Protected characteristics. Powerpoint (RKR1) (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
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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 - Know why sleep is important Positive - 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. Inclusive • Recognise the ways in which we are all unique • Identify the differences and similarities between people • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences. Inspirational • Know what inspirational means. • Give examples of someone that is an inspiration to you and explain why. • Know why the sports people we have looked at are inspirational. • To explain how we can all show inspirational behaviour.
Year 2	Responsible • Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. • Be responsible for my information online (ie only talking to people I know in real life) • Know how to be responsible for my own environment Friendship • Identify ways good friends care for each other • Know of different types of bullying Healthy (body) • Know how to call for help in an emergency and who to speak to if they feel unsafe • Know that permission is needed to touch someone • Know that some parts of the body are private and where babies come from • Understand the difference between unsafe secrets and safe secrets (surprises) Positive • Most of the time I can express my feelings in a safe, controlled way. Inclusive • Identify some of the physical and non-physical differences and similarities between people • Explain how it feels to be part of a group and how it feels to be left out from a group; • Suggest and use strategies for helping someone who is feeling left out Inspirational • Give an example of why someone might be inspirational (Mary Seacole, Rosa Parks) • Know that you can do anything you put your mind to • Know what some inspirational women did to stand up for what they believe in (Mary Seacole, Rosa Parks, Emmeline Pankhurst) • Understand the importance of respecting others, regardless of their background.
Year 3	Responsible • Explain why we have rules and why they differ for different places.. • Take responsibility for my safety (ie knowing who is around me to keep me safe and how to seek help) Friendship • Know that there are different types of family (ie adopted, fostered, same sex parent families and single parent families) • Know some strategies for dealing with unkind behaviour (eg name calling) • Know how to make up when falling out with a friend Healthy (body) • Know basic first aid for an asthma attack and who to speak to if they feel unsafe

	• Understand personal space and how to manage people encroaching upon it • Know that creating a baby involves sperm fertilising an egg • Know that medicines are drugs and identify the risks from effects of alcohol and cigarettes Positive • Most of the time I can express my feelings in a safe, controlled way • Identify my achievements and areas of development • Know that mistakes are helpful in learning and I know that a positive can come out of a negative Inclusive • Know what communities or community groups they belong to • Identify what the good things are about being part of a community • Understand that people living in the UK have different origins • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious background Inspirational • To know what inspiration means • Identify some people who have inspirational qualities • Identify some inspirational children and identify the qualities that make them inspirational
Year 4	Responsible • Understand what human rights and responsibilities are and can identify some • Know how I and bystander can have a responsibility to influence events through our actions (eg bullying) Friendship • Understand the different types of relationships with people they know (ie family (close and wider), friend, acquaintance) • 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 <i>respect</i> 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. Inclusive • 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; • Can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Empathise with people who have been, and currently are, subjected to injustice, including through racism; • Consider how discriminatory behaviour can be challenged. • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped. Inspirational • Understand the power of our minds • Understand how poetry can be inspiring • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements.
Year 6	Responsible • Understand what is meant by rights, responsibility and duty • Understand I have responsibility for making the right choices and risks and consequences of bad choices (eg in context of borrowing and lending) • Explain and evaluate how I was responsible for myself, my possessions and others when on Y6 residential trip Friendship • Understand what stereotype means, that negative associated opinions exist and how they can and should be challenged • 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

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