



Our Values

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Responsible	Inclusive	Inspirational	Honest	Appreciative	Cooperative
Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Respectful	Kind	Determined	Creative	Positive	Successful

How do we Introduce/launch each value?

- One each half term (two year rolling programme)
- Whole school assembly led by HT/SLT/Teacher

How does each class learn about the values?

- Our PSHE curriculum teaches our values (including P4C)
- Other opportunities in the curriculum (eg RE & ICT) and class/key stage assemblies
- Everyday role modelling and reinforcing by all teaching staff

How is each value publicised?

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

How is each value recognised and celebrated?

- Values cup – child nominated for the award (by teachers, parents, peers) and awarded values cup at end of each half term
- Values stickers
- Each class participates in the wrap-up assembly at the end of the half term

How is learning for each value evidenced?

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

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

- Lesson observations carried out by HT and subject leader.
- Pupil voice evidence
- Progression of skills across key stages document provided to all teachers
- Class self-assessment of discussion skills completed half termly
- P4C learning log kept by teachers.

Philosophy for Children: Progression of Skills

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