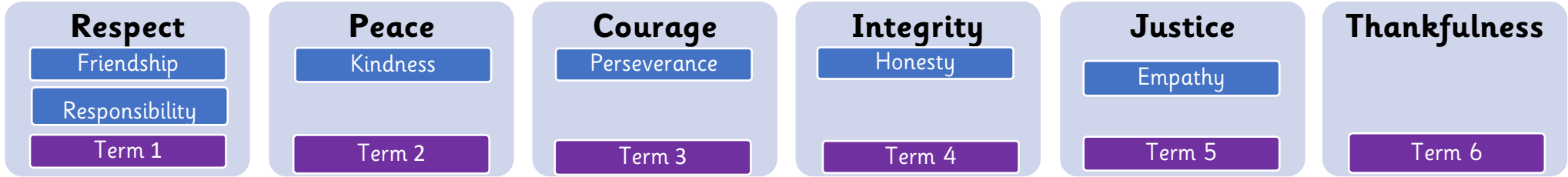


## Core Values



Respect		
EYFS	<ul style="list-style-type: none"> <li>- What does respect mean? (i.e. manners, class rules, being polite to others, sharing and taking in turns)</li> <li>- Develop the concept of justice, responsibility and empathy through discussion using stories to prompt questions (such as “Why share?”, “Why be kind?”)</li> <li>- Recognises and describes special times or events for family or friends.</li> <li>- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<p><b>EYFS and Phase 1</b></p> <ul style="list-style-type: none"> <li>- Explore as a class the core values and codes of behaviour in a school community through discussion, playing and learning together</li> <li>- Produce a classroom charter which reflects the values of the school and children’s rights;</li> <li>- Further develop the concept of responsibility towards each other, helping to maintain a safe learning environment in their classroom and in the playground;</li> <li>- Explore rights and responsibilities in relation to the other children in the school and the contribution they can make to ensure these right are upheld.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>- What does respect mean? (i.e. manners, class rules, being polite to others, sharing and taking in turns)</li> <li>- Share ways in which kindness can improve people’s lives; understand that different people have different needs; how we care for people, animals and other living things in different ways</li> <li>- How to be a good friend e.g. kindness, listening, honesty; strategies for positive play with friends; how to recognise how to ask for help when feeling lonely or unhappy/or how to help someone else</li> </ul>	
Year 2	<p>-In relation to respect, discuss and listen to the views of others (giving reasons for their views), things they have in common with class mates and other people; how friends can have both similarities and differences; how to play and work cooperatively in play and different situations; sharing ideas and listening to others; different ways to meet and make friends; what causes arguments between friends; how to positively solve arguments with friends; how to recognise how to ask for help when feeling lonely or unhappy/or how to help someone else.</p>	



<b>Year 3</b>	<ul style="list-style-type: none"><li>- Recognise and model respectful behaviours at school, home and online; the importance of self-respect and their right to be treated respectfully by others (article 12); what it means to treat others and be treated politely; the ways in which different people show respect and courtesy from other cultures and wider society (article 30).</li><li>- Discuss positive and healthy friendships such as mutual respect, trust and sharing interest; strategies to build positive friendships; how to recognise if a friendship is making them feel worried, unsafe or uncomfortable and know when and how to seek support in relationship to friendships.</li></ul>	<b>Phase 2</b> As above, but to also be enabled to: <ul style="list-style-type: none"><li>- Access a range of resources (books, articles, newspapers, news) to help further develop their understanding of the concept of conscience and examine potential factors that may shape a person's sense of right and wrong and guide behaviour.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>- How to recognise differences between people such as gender, race and faith; recognise what they have in common with others e.g. likes and dislikes and aspiration; the importance of respecting the differences and similarities; to develop a vocabulary to sensitively discuss differences and include everyone.</li><li>- Recognise how to communicate respectfully with friends using digital devices; how to seek support if they feel lonely and excluded; explore what can lead to people feeling isolated.</li></ul>	
<b>Year 5</b>	<ul style="list-style-type: none"><li>- Recognise what it means to be treated equally (to link to equity and equality); to discuss the importance of listening and responding respectfully to a wide range of people; discuss what discrimination means and different types e.g. racism, sexism, homophobia and different places it might occur such as online.</li><li>- What makes a healthy friendship and how to make people feel included; discuss the concept of peer influence and how it can make people feel and behave; the impact for the need of peer approval in different situations inc. online; strategies to manage peer influence and approval</li></ul>	
<b>Year 6</b>	<ul style="list-style-type: none"><li>- How to discuss issues respectfully; to listen to and respect other points of view; how to constructively challenge points of view that they disagree with (including online discussions)</li><li>- As Year 5, but also exploring their role in these actions now and as they get older.</li><li>- To understand that it is common for friendships to experience challenges; friendships change over time; the benefits of having new and different friends; strategies to positively resolve conflicts and disputes and reconcile differences; to compare the features of a healthy and unhealthy friendship.</li></ul>	



Peace		
<b>EYFS</b>	<ul style="list-style-type: none"><li>-Discuss how to help develop and create a peaceful and calm classroom environment.</li><li>- To develop an understanding on how to show peaceful co-operative social skills through stories, songs and games.</li><li>- What kind and unkind behaviour means in and out of school and how it can make people feel.</li></ul>	<b>All Year groups:</b> <ul style="list-style-type: none"><li>- Continue to cultivate stillness through specific activities such as visualization exercises, quiet time and the provision of a 'quiet' corner or outdoor space; explore the concept of peace within school (e.g. friendships, co-operative learning/playing and speaking and listening skills)</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>-Discuss what peace means to them; where they think peace is important; what things can disturb peace?</li><li>- To develop an understanding on how to show peaceful co-operative social skills through stories, songs and games.</li><li>- What kind and unkind behaviour means in and out of school and how it can make people feel.</li><li>- Share ways in which kindness can improve people's lives; understand that different people have different needs; how we care for people, animals and other living things in different ways</li></ul>	
<b>Year 2</b>	<ul style="list-style-type: none"><li>-Discuss what peace means to them; where they think peace is important; what things can disturb peace?</li><li>- To develop an understanding on how to show peaceful co-operative social skills through stories, songs and games.</li><li>- Explore what kindness means and how we show kindness to others; discuss a part of different groups, and the role they play in these groups e.g. class, teams, faith groups; different rights and responsibilities that they have in school and the wider community; how a community can help people from different groups to feel included.</li></ul>	
<b>Year 3</b>	<ul style="list-style-type: none"><li>-Discuss what peace means to them; where they think peace is important; what things can disturb peace?</li><li>- Discuss (at an age-appropriate level) local, national or global issues that link to theme of peace.</li><li>- Explore real life examples of acts of kindness in the current news or recent past; plan and carry out random acts of kindness within our school community</li></ul>	



<b>Year 4</b>	<ul style="list-style-type: none"><li>-Discuss what peace means to them; where they think peace is important; what things can disturb peace?</li><li>- Discuss (at an age-appropriate level) local, national or global issues that link to theme of peace.</li><li>- The meaning and benefits of living in a community; recognise that they belong to different communities as well as the school community; about the different groups that make up and contribute to a community; about the individuals and groups that help the local community, including through volunteering and work; how to show compassion towards others in need and the shared responsibilities of caring for them</li></ul>	
<b>Year 5</b>	<ul style="list-style-type: none"><li>-Discuss what peace means to them; where they think peace is important; what things can disturb peace?</li><li>- Discuss (at an age-appropriate level) local, national or global issues that link to theme of peace.</li><li>- Discuss why peace may be disrupted and the consequences of such. E.g. protests, refugees.</li><li>- Explore the concept of kindness by looking at how resources are allocated to others in our community and around the world (see Year 4) and the effect this has on individuals, communities and the environment; the importance of protecting the environment and how everyday actions can either support or damage it; how to show compassion for the environment, animals and other living things; the way that money is spent and how it affects the environment; express their own opinions about their responsibility towards the environment</li></ul>	
<b>Year 6</b>	<ul style="list-style-type: none"><li>-Discuss what peace means to them; where they think peace is important; what things can disturb peace?</li><li>- Discuss (at an age-appropriate level) local, national or global issues that link to theme of peace.</li><li>- Discuss why peace may be disrupted and the consequences of such. E.g. protests, refugees.</li><li>- Where relevant, to discuss, explore and act upon a local issue whereby kindness could be used to improve the situation.</li><li>- Explore the concept of kindness by looking at how resources are allocated to others in our community and around the world (see Year 4) and the effect this has on individuals, communities and the environment; the importance of protecting the environment and how everyday actions can either support or damage it; how to show compassion for the environment, animals and other living things; the way that money is spent and how it affects the environment; express their own opinions about their responsibility towards the environment, exploring their role in these actions now and as they get older.</li></ul>	



## Courage

<b>EYFS</b>	<p>-Describe ways that some people can be unkind online and offer examples of how this can make others feel; consider how telling an adult about this can be courageous</p> <p>- Begin to understand the concept of perseverance through games and stories.</p>	
<b>Year 1</b>	<p>-Describe how to behave online in ways that do not upset others and give examples; consider how it can be courageous to seek help for yourself and others if someone is upsetting you or them.</p> <p>- Discuss the term perseverance and growth mindset – why is perseverance important? When do we need this quality?</p>	<b>Year 1 and 2</b> <p>- Develop perseverance through games and stories that promote cooperation and team-work.</p>
<b>Year 2</b>	<p>-Explain what bullying is, how people may bully others and how bullying can make someone feel; explain why anyone who experiences bullying is not to blame; talk about how anyone experiencing bullying can get help and why this action shows courage</p> <p>- Discuss the term perseverance and growth mindset – why is perseverance important? When do we need this quality?</p>	
<b>Year 3</b>	<p>-Describe appropriate ways to behave towards other people online and why this is important; give examples of how bullying behaviour could appear online and how someone can get support.</p>	<b>Year 3 and 4</b> <p>- Recognise that everyone is an individual and has unique and valuable contributions to make.</p>



<b>Year 4</b>	<p>-Recognise when someone is upset, hurt or angry online; describe ways people can be bullied through a range of media (e.g. image, video, text, chat); explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation); link this to courage by discussing which people are showing courage in bullying situations.</p>	<ul style="list-style-type: none"><li>- To recognise how strengths and interests form part of a person's identity</li><li>- How to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li><li>- To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</li><li>- Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li><li>- How to set goals that they would like to achieve this year e.g. learn a new hobby.</li></ul>
<b>Year 5</b>	<p>-Recognise online bullying can be different to bullying in the physical world and can describe some of those differences; describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying; explain how anyone can get help both in school and at home if they are being bullied online (including helpline services such as Childline or The Mix) and identify when to tell a trusted adult, and why it show courage to seek help; explain how to block abusive users.</p>	<p><b>Year 5 and 6</b></p> <ul style="list-style-type: none"><li>- How to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li><li>- How to set goals that they would like to achieve this year e.g. learn a new hobby</li><li>- Discuss perseverance and the importance of this quality in and out of school and how this may look or differ as they get older – where possible relate to real life as much as possible (e.g. adults in their life, famous people's stories etc).</li></ul>
<b>Year 6</b>	<p>-Describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me; explain how someone would report online bullying in different contexts and why this action shows courage.</p>	



## Integrity

<b>EYFS</b>	-Know that I can say 'no' 'please stop' 'I'll tell' 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset, either in real life or online.
<b>Year 1</b>	-Explore the concept of honesty and what it means; discuss whether honesty is always the best policy; recognise that there may be people online who could make me feel sad, embarrassed or upset, and give examples of how to speak to an adult I trust if this happens.
<b>Year 2</b>	-Explore the concepts of lying and guilt; explain how other people's identity online can be different to their identity in real life; describe ways in which people might make themselves look different online; explain how to get help if something happens online or in real life that makes me sad, worried or uncomfortable.
<b>Year 3</b>	-Explain what is meant by the term 'identity'; explain how I can represent myself in different ways online; explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media); learn strategies to recognise whether something they see online is true or accurate.
<b>Year 4</b>	-Explain how my online identity can be different to the identity I present in 'real life'; describe the right decisions about how I interact with others and how others perceive me.
<b>Year 5</b>	-Explain how identity online can be copied, modified or altered; demonstrate responsible choices about my online identity.
<b>Year 6</b>	-Describe issues online that might make me or others feel sad, worried, uncomfortable or frightened, and give examples of how I might get help, both on and offline; explain why I should not be afraid to keep asking until I get the help I need.



Justice	
<b>EYFS</b>	<ul style="list-style-type: none"><li>- Through play and stories about people who have made a difference and brought about a fairer world, explore the term justice in terms of fairness</li><li>- Discuss a time they have found something fair or unfair.</li></ul> Use stories, poems or music to help develop an understanding of empathy.
<b>Year 1</b>	<ul style="list-style-type: none"><li>- Through stories and play, explore the term justice in terms of fairness</li><li>- Discuss and identify the role they play in ensuring fairness in the classroom and at home</li><li>- Discuss a time they have found something fair or unfair (school or at home) – discuss if this means the same as right and wrong</li></ul>
<b>Year 2</b>	-To recognise that they are all equal, and ways in which they are the same and different to others in their community
<b>Year 3</b>	<b>Year 1 and 2</b> <ul style="list-style-type: none"><li>- Use stories, poems or music to help develop an understanding of empathy</li><li>- Begin to link the value and feeling of empathy to events such as Soccer Aid, Children in Need etc.</li></ul>
<b>Year 4</b>	<b>Year 3 and 4</b> <ul style="list-style-type: none"><li>- The reasons for rules and laws in wider society</li><li>- The importance of abiding by the law and what might happen if rules and laws are broken</li><li>- Examine further the concept of discrimination and prejudice in relation to disability, sexual orientation, gender.</li><li>- Critically reflect on age-appropriate historic and current affairs about people who have encountered discrimination through discussion and debate.</li><li>- Use stories (both fiction and real-life events), poems or music to help develop an understanding of empathy</li><li>- Explore the key concepts of humanism and discuss the role empathy plays in this belief system.</li></ul>





<b>Year 5</b>		<b>Year 5 and 6</b> <ul style="list-style-type: none"><li>- To explore the concept of justice in terms of gender inequality (through current or historic events relating to gender) and the effects this can have on the individual at various stages of life.</li><li>- Begin to explore and critique how the media presents information to the public.</li><li>- Use stories (both fiction and real-life events), poems or music to help develop an understanding of empathy</li><li>- Begin to distinguish the difference between sympathy and empathy</li><li>- Discuss importance of empathy in everyday life.</li><li>- Consider: life without empathy; ways in which our community/culture shows empathy.</li></ul>
<b>Year 6</b>		



## Thankfulness

<b>EYFS</b>	<ul style="list-style-type: none"><li>-To discuss and explore things they are thankful for from this academic year (e.g. school trips, friends).</li><li>- To discuss why it is important to share what we are thankful for.</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>-To discuss and explore things they are thankful for from this academic year (e.g. school trips, friends). Encourage children to think about what is needed for things they are thankful for to happen.</li><li>- To discuss why it is important to share what we are thankful for.</li><li>- To discuss and explore thankfulness in relation to family and friends – linking to how special people in their life make them feel.</li></ul>
<b>Year 2</b>	<b>Where possible, link to the Rights of Children</b>
<b>Year 3</b>	<ul style="list-style-type: none"><li>-To discuss and explore things they are thankful for from this academic year (e.g. school trips, friends). Encourage children to think about what is needed for things they are thankful for to happen.</li><li>- To discuss why it is important to share what we are thankful for.</li><li>- To discuss and explore thankfulness in relation to local community and area.</li></ul>
<b>Year 4</b>	<b>Where possible, link to the Rights of Children.</b>
<b>Year 5</b>	<ul style="list-style-type: none"><li>-To discuss and explore things they are thankful for from this academic year (e.g. school trips, friends). Encourage children to think about what is needed for things they are thankful for to happen.</li><li>- To discuss why it is important to share what we are thankful for.</li><li>- To discuss and explore thankfulness in relation to local, national and/or global issues. You could link to previous learning points covered in LT e.g. global Goals project <b>Where possible, link to the Rights of Children.</b></li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>-To discuss and explore things they are thankful for from this academic year (e.g. school trips, friends) and their time at Redfield ET; encouraging children to think about what is needed for things they are thankful for to happen.</li><li>- To discuss why it is important to share what we are thankful for and what they will take from these experiences moving forward to secondary school.</li><li>- To discuss and explore thankfulness in relation to local, national and/or global issues. You could link to previous learning points covered in LT e.g. global Goals project. <b>Where possible, link to the Rights of Children.</b></li></ul>