PSHE & Values Toolkit

2017-18

**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.

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| --- | --- | --- | --- |
| 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** |