



Values Curriculum

Compassion, Self-Awareness, Aspiration, Commitment, Resilience and
Integrity

Explicit Values Education Programme of Study:

Children are taught 6 values a half term. These are then revisited every half term to ensure this learning is embedded. The values explicitly taught are compassion, self-awareness, aspiration, commitment, resilience and integrity. These are completed in this order for a progressive sequence and is designed to build upon each value in a way that supports the holistic development of children's character and social-emotional skills.

Compassion: This is often the foundational value taught first as it involves the basic ability to empathise with others and show kindness. It starts with understanding and caring about the feelings and well-being of oneself and others.

Self-Awareness: Once children grasp compassion and empathy, they can begin to explore their own emotions and thoughts more deeply. Self-awareness involves understanding ones own strengths and weaknesses, emotions and motivations, which is crucial for developing empathy and forming healthy relationships

Aspiration: With a growing sense of empathy and self-awareness, children can start to cultivate aspirations and goals for themselves. Aspiration encourages children to dream big, set targets and work towards achieving personal and academic milestones.

Commitment: As students begin to set goals and aspirations, commitment becomes essential. This value emphasises the importance of dedication, responsibility and persistence in pursuing goals, whether academic, personal or social.

Resilience: Commitment naturally leads to the development of resilience. Resilience involves the ability to bounce back from setbacks, face challenges with determination, and maintain a positive attitude despite difficulties encountered along the way.

Integrity: Integrity ties everything together by emphasising honesty, ethical behaviour and doing what is right even when faced with challenges or temptations. Integrity is essential for building trust and maintaining positive relationships with oneself and others.

Each value in this progression scaffolds onto the previous one, allowing for students to develop a comprehensive set of character traits and social-emotional skills over time. For examples, compassion (understanding others' emotions) supports the development of self-awareness (understanding one's own emotions), which in turn helps in setting and aspiring towards meaningful goals. Commitment to these goals builds resilience, and integrity ensures that children navigate challenges with ethical behaviour and authenticity.

By following this sequence, children can cultivate a strong foundation of values that will serve them well in various aspects of life, including academics, relationships and personal growth. Additionally, each value reinforces and strengthens the others, leading to a well-rounded and morally grounded individual.

This programme is delivered with one value each week for the half term and follow the order above, ensuring children know more and remember more and are able to build upon their previous knowledge.



Compassion

Compassion, Self-Awareness, Aspiration, Commitment, Resilience and Integrity

Term:	Autumn 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Compassion						
Value Objective:	Introduction to compassion	Exploring compassion	Understanding compassion	Understanding compassion	Understanding compassion	Understanding compassion	Compassion and social responsibility
Big Question:	What does it mean to be kind?	What does it mean to be compassionate?	What does compassion look like?	What does compassion mean?	What does compassion mean in different contexts?	What does compassion mean in complex situations?	How can we use compassion to address social issues?
Teacher Input:	Define compassion as caring about others' feelings and needs	Define compassion and its importance	Define compassion and discuss examples of compassionate behaviour	Define compassion and its role in caring for others	Define compassion and explore its application in various situations	Define compassion in nuanced contexts and ethical dilemmas	Discuss activism, advocacy, and community engagement
Debate:	Discuss why being kind is important and how it makes others feel	Discuss different ways to demonstrate compassion	Discuss why showing compassion is important for building strong relationships	Explore why compassion is essential for building empathy and understanding	Discuss the role of compassion in fostering mutual respect and understanding	Discuss the role of compassion in addressing moral challenges	Explore the role of youth in promoting positive change through compassionate action
Deliberate Practice:	Role-play scenario – helping a friend who has fallen over and looks upset	On a post-it, share an example of how to demonstrate compassion	Create a class mind-map of how they would like to be treated and why.	On post its, share personal experiences of showing compassion	Analyse case studies of compassionate acts e.g. Marcus Rashford – free school meals.	Analyse real-world scenarios requiring compassion and ethical decision-making: Discuss the following scenario: You find a wallet on the playground.	Link with Eco-warriors – poster with ideas for helping the environment / small changes they can make to have a positive change.

Term:	Autumn 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Compassion						
Value Objective:	Showing Compassion	Compassion in friendship	Compassion in friendship	Compassion in relationships	Compassion in action	Compassion and social justice	Compassion in leadership
Big Question:	How can we show compassion to our friends?	How can we show compassion to our friends?	How can we be good friends showing compassion?	How can we show compassion to our peers and family members?	How can we actively demonstrate compassion in our daily lives?	How does compassion contribute to social justice?	What qualities define a compassionate leader?
Teacher Input:	Explore actions that demonstrate compassion towards classmates	Discuss actions that demonstrate compassion towards classmates	Explore actions that demonstrate compassion towards friends	Explore actions that demonstrate compassion in various relationships	Explore practical ways to show compassion in school and community settings	Discuss fairness, equality, and compassion in society.	Investigate leadership styles that prioritise empathy and ethical decision-making
Debate:	Discuss the impact of compassionate actions on friendships	Understanding the link between compassion and building friendships	Discuss how compassion strengthens friendships	Discuss the impact of compassion on building positive relationships	Reflect on challenges and rewards of practicing compassion	Reflect on how acts of compassion can promote positive social change	Discuss the responsibilities of leaders in fostering compassion and social progress
Deliberate Practice:	Pictures of scenarios – pupils to offer suggestions of what they would do to help in each scenario	Draw a picture of how you feel when somebody shows you compassion	Working in teams – balloon keep-up activity (non-latex)	Pictures of different family members – use post its to share personal experiences of compassionate acts you have done for different family members.	Group mind-map to share ways of showing compassion to school staff	Explore compassionate activism – Martin Luther King Jr.	Post-it ideas on qualities they feel a Prime Minister should have.

Term:	Spring 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Compassion						
Value Objective:	Understanding empathy.	Acts of Kindness	Acts of compassion	Acts of compassion	Empathy and compassion	Compassion in global citizenship	Compassion and empowerment
Big Question:	Why is empathy important for showing compassion?	What are some kind actions we can do?	What are some compassionate actions we can take?	What are meaningful acts of compassion we can perform?	How does empathy support compassionate behaviour?	How can we demonstrate compassion as global citizens?	How does compassion empower individuals and communities?
Teacher Input:	Define empathy and how it relates to understanding others' emotions.	Brainstorm and practice simple acts of kindness	Brainstorm and practice acts of compassion towards peers and community members	Brainstorm and practice acts of compassion towards peers and community members	Explore the relationship between empathy, compassion and understanding	Explore interconnectedness, cultural empathy, and compassion for all humanity	Explore empowerment through acts of compassion and solidarity
Debate:	Discuss how empathy leads to compassionate behaviour.	Reflect on how small acts of kindness makes a big difference	Reflect on the importance of compassion in creating a supportive community.	Reflect upon the ripple effect (explain how acts of kindness have the power to inspire others to pay it forward) of compassionate actions	Discuss how empathy (define empathy) enhances compassionate actions	Discuss responsibilities of global citizenship (eg caring for the planet, global homelessness, hunger, human rights etc) and promoting compassion on a global scale	Reflect on the transformative power of compassion in building resilience and self-worth
Deliberate Practice:	In groups, children given an emotion card to act out to their peers, who identify it.	Gather ideas of how we can display kindness around school to others eg opening doors, picking up item for someone etc.	Role play acts of kindness within the community-eg Harvest Food, helping charities, polite, litter picking etc and reflect on their impact on themselves and the community.	Children to write on post-it notes where they have experienced an act of kindness from someone and how it made them feel/motivated them to act.	Show class, a variety of emotions on whiteboard/cards. Ask children which emotion is displayed and how they could empathise with the emotion positively.	Children to write on post-it notes positive/negative consequences of working together as a global community (eg deforestation-positives are oxygen, habitats etc, negatives are loss of habitats, flooding, pollution etc	Collate skills of individual pupils and how they can compassionately share their skills with each other to build a supportive, compassionate classroom environment pre SATs (eg child good at maths helps a less confident pupil without disempowering them)

Term:	Spring 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Compassion						
Value Objective:	Compassion in stories	Compassion and feelings	Compassion and feelings	Compassion and empathy	Compassion across cultures	Compassion in action	Compassion and global citizenship
Big Question:	How do characters show compassion in stories?	How does compassion make us feel?	How does showing compassion make us feel?	How does showing compassion develop empathy?	How is compassion expressed differently in various cultures?	What are examples of extraordinary acts of compassion?	What does it mean to be a global citizen through acts of compassion?
Teacher Input:	Read stories with compassionate characters and discuss their actions	Explore emotions associated with giving and receiving compassion	Explore the emotional benefits giving and receiving compassion	Explore the relationship between compassion and understanding others' emotions	Compare cultural perspectives on compassion and empathy	Showcase inspiring stories of compassion from around the world.	Discuss interconnectedness, cultural understanding, and compassion for all humanity
Debate:	Reflect on the impact of compassionate acts in storytelling.	Discuss how compassion impacts our well-being	Discuss how compassion impacts our well-being	Discuss how empathy (define empathy) leads to compassionate behaviour	Reflect on universal aspects of compassion and cultural variations (Mother Teresa)	Discuss how collective acts of compassion can create positive change	Explore the responsibilities of global citizenship and promoting compassion on a global scale (eg Is everyone treated equally?)
Deliberate Practice:	Role play scenes from stories focusing on empathy and kindness (eg Good Samaritan)	Provide scenarios (eg falling over in playground) and then identify how they'd feel. Then choose whether they'd go to the 'happy' or 'sad' side of the room.	Provide scenarios (eg falling over in playground). Then, on whiteboards, children create a wellbeing thermometer and rate the impact of different responses to the situation and how they can make you feel.	Role play scenarios (eg falling over, child looking sad on playground etc) where they identify and verbalise how their friend is feeling and then how they could respond compassionately. E.g. 'I think my friend is feeling hurt...I can help them up and get them to First Aid'	After discussing how Mother Teresa provided food for the hungry, shelter for the homeless, or medical care for those in need, children post it note ideas of how they are inspired to use her values in everyday life. Encourage personal experiences.	Mind map ideas for a compassion project for the school or community	Post it note examples of how we can treat each other equally.

Term:	Summer 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Compassion						
Value Objective:	Compassion towards nature	Compassion around us	Compassion towards nature	Compassion towards diversity	Compassion in conflict resolution	Compassion across borders	Compassion and personal growth
Big Question:	Why should we show compassion to animals and nature?	Who can we show compassion to in our community?	Why should we show compassion to animals and nature?	Why is it important to show compassion towards people from different backgrounds?	How can compassion help resolve conflicts peacefully?	How can we show compassion to people globally?	How does practicing compassion contribute to personal growth?
Teacher Input:	Explore the importance of caring for living things	Identify groups in the community that benefit from compassion	Explore the importance of caring for living things	Discuss cultural diversity and the value of inclusivity	Explore conflict resolution strategies based on compassion and empathy	Explore global issues and empathy for communities in need	Reflect on the benefits of empathy, compassion, and altruism
Debate:	Discuss how showing compassion to nature benefits the environment	Understanding community connections through compassionate actions	Discuss how compassion towards nature benefits the environment	Reflect on the benefits of a compassionate and inclusive community	Discuss the importance of forgiveness and understanding in conflict resolution	Reflect on the interconnectedness of compassion across cultures and continents	Discuss the link between compassion, emotional intelligence, and lifelong learning.
Deliberate Practice:	Gardening or observing wildlife outdoors	Making cards for community members in need-older members of the local community	Design a bird box/hedgehog house/bug hotel.	Share a story showing traditions from diverse cultures	Role-playing scenarios of resolving conflicts with our friends with compassion	Research fundraising or awareness campaigns for international causes.	Identify personal growth goals that can be built around compassion and empathy.

Term:	Summer 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Compassion						
Value Objective:	Spreading compassion	Spreading compassion	Spreading compassion	Spreading compassion	Inspiring compassion	Reflection and commitment	Reflection and legacy
Big Question:	How can we spread compassion in our community?	How can we inspire others to be compassionate?	How can we inspire others to show compassion?	How can we inspire others to show compassion?	How can we inspire others to be more compassionate?	What does compassion mean to us, and how will we continue to practice it?"	What legacy of compassion will we leave behind?
Teacher Input:	Brainstorm ways to show compassion beyond the classroom	Discuss leadership and positive influence in promoting compassion	Brainstorm ways to spread compassion beyond the classroom	Brainstorm ways to spread compassion beyond the classroom	Discuss leadership and advocacy in promoting compassion	Reflect on the year's learning about compassion	Reflect on the year's journey in understanding and practicing compassion
Debate:	Plan a compassion project for the school or local community.	Reflect on ways to create a culture of compassion in the school community	Plan a compassion project for the school or local community.	Reflect on the impact of collective compassion in creating positive change.	Reflect on the impact of compassionate leadership and collective action	Share reflections on personal growth and ongoing commitment to compassionate action	Share reflections on personal growth and commitment to a lifetime of compassion.
Deliberate Practice:	Share kindness 'compliments' about our classmates.	Create/share a class kindness card/message to display on working wall.	Creating and sharing compassion-themed messages	Creating and sharing compassion-themed messages to pass on to another class based on what has been observed. (to pass on to yr4)	Creating and sharing compassion-themed messages to pass on to another class based on what has been observed. (to pass on to yr3)	Creating personal commitments or pledges to continue practicing compassion	Create a mind map of how learnt strategies can be carried forward to Secondary School and future life.



Self-Awareness

Compassion, Self-Awareness, Aspiration, Commitment, Resilience and Integrity

Term:	Autumn 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Self-Awareness						
Value Objective:	Introduction to self-awareness	Exploring self-awareness	Understanding self-awareness	Understanding self-awareness	Understanding self-awareness	Understanding self-awareness	Self-awareness and social responsibility
Big Question:	What does it mean to be aware of your actions?	What does it mean to be self-aware?	What does self-awareness look like?	What does self-awareness mean?	What does self-awareness mean in different contexts?	What does self-awareness mean in complex situations?	How can we use self-awareness to address social issues?
Teacher Input:	Define self-awareness as thinking about how you come across to others	Define self-awareness and its importance	Define self-awareness and discuss examples of how being self-aware can help you	Define self-awareness and its role in caring for others, understanding how we act can affect others	Define self-awareness and explore its application in various situations	Define self-awareness in nuanced contexts and ethical dilemmas	Discuss how daily reflections can help us improve socially
Deliberate Practice:	Meditating to reflect on different prompts. E.g. "When could I have been nicer?"	Sharing personal experiences of when they showed self-awareness, and realised how they acted may have negatively affected someone.	Role-play scenarios where you are doing something bad, then emphasising the use of self-reflection to address and change that.	To journal times at home/school they needed to use self-awareness to think on their behaviour.	Using self-awareness, to reflect on times they did not act how they should have. To set themselves a goal for the week based on this.	Analyse historical real-world scenarios requiring self-awareness and ethical decision-making. When have people been self aware and changed their ways?	Researching local or global issues (e.g. climate change) and proposing how being more self-aware could help resolve these issues.
Debate:	To discuss how being aware of your own feelings can help you think of others' feelings	To discuss how being aware of our own actions can help us be better friends.	To discuss how being aware of your own fears you can learn to try new things.	To discuss how being aware of your own strengths and weaknesses can help you to make progress in school.	To discuss how being self-aware of our own emotions can lead us to building up empathy for others' emotions.	To discuss the importance of self awareness in relationships and how it can improve communication	Explore the role of self-awareness in developing a healthy mind, e.g. recognising and managing emotions.

Term:	Autumn 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Self-Awareness						
Value Objective:	Understanding personal preferences	Recognising and naming emotions	Understanding and Respecting Differences	Developing Emotional Vocabulary	Managing Complex Emotions	Developing Emotional Intelligence	Developing Self-Discipline
Big Question:	What do I like and dislike?	How do I feel?	How are we all unique?	How can I describe my feelings?	How can I handle strong feelings?	How can I understand my emotions better?	How can I stay focused on my goals?
Teacher Input:	Discuss favourite colours, foods, activities.	Review and expand on basic emotions	Discuss diversity and the value of different perspectives.	Introduce a wider range of emotion words and their meanings.	Discuss strategies for managing strong emotions (anger, frustration, excitement). e.g. breathing exercises, counting.	Introduce the concept of emotional intelligence and its components. Discuss how we can pick apart our feelings by identifying what has caused it and why we are feeling it.	Discuss strategies for self-discipline and maintaining focus. Relate to upcoming SATs and the need for revision. Emphasise they have to do this independently, and need the discipline to motivate themselves.
Deliberate Practice:	Create a 'my favourites' collage	Emotion sorting activity with more complex emotions	Create a class collage celebrating differences.	Use emotion words in sentences and scenarios, provide word bank.	Roleplay a scenario where someone <i>doesn't</i> manage their emotions, then show what would happen if they <i>did</i> . Give each group a different scenario.	Provide written scenarios, where pupils must identify the emotion based on verbal and physical actions.	Set a long-term goal and plan steps to stay disciplined in achieving it. e.g. improving times-tables, how could this be done by yourself without an adult helping?
Debate:	Discuss why having different likes/dislikes makes us unique	Discuss why it's important to recognise our emotions and how it helps us manage our reactions	Discuss why respecting differences is important and how it helps us create a more inclusive environment.	Discuss why having a rich emotional vocabulary is important and how it helps us communicate our feelings more effectively. E.g. What if we just used 'sad', 'bad' or 'good'?	Discuss why managing strong emotions is important and how it helps us maintain healthy relationships and well-being. How would things turn out if we didn't manage our emotions?	Discuss why developing emotional intelligence is important and how it helps us manage our emotions and build better relationships. Talk about conflict resolution, self-control.	Discuss why self-discipline is important and how it helps us achieve our goals and maintain good habits. Discuss examples of self-discipline.

Term:	Spring 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Self-Awareness						
Value Objective:	Recognising individual strengths	Understanding personal strengths and weaknesses	Setting Personal Goals	Understanding the Impact of Emotions on Actions	Setting and Achieving Goals	Practicing Self-Reflection	Enhancing Self-Awareness in Social Contexts
Big Question:	What am I good at?	What can I do well and what can I improve?	What do I want to achieve?	How do my feelings affect what I do?	How can I reach my goals?	How can I learn from my experiences?	How do I interact with others?
Teacher Input:	Talk about different skills and talents	Discuss how everyone has strengths and weaknesses	Introduce the concept of setting and working towards goals.	Discuss how emotions can influence behaviour and decision-making.	Discuss goal-setting and action planning in school, e.g. timetable check. What steps do they need to achieve?	Discuss why being able to look at yourself is a positive, and how it can help us. List ways we can self reflect.	Talk about how being aware of how we may come across to others in our actions and words. Discuss the various ways we behave may impact others, e.g. making them feel sad, uncomfortable, annoyed. Explain how others may have a different view of you compared to your own self-image.
Deliberate Practice:	Draw/talk about something they're good at	Draw or list one strength and one weakness to work on.	Set a small, achievable goal and make a plan to reach it.	Reflect on times when emotions affected their actions negatively and discuss alternatives.	Set a personal goal and create a step-by-step plan to achieve it. To take this home with them.	Reflect on a recent experience and what they learned from it. E.g. Missed the goal in football, felt angry. What went well? Even better if?	Role-play social scenarios focusing on self-awareness. Group to make up a social roleplay, showing someone being self aware of how they behave (one person may be annoying a person, and realise others don't like this) and how they change their behaviour.
Debate:	Discuss why having different strengths is important, and how it helps us work as a team	Discuss why knowing our strengths and weaknesses is important and how it helps us grow	Discuss why setting goals is important and how it helps us stay motivated and focused.	Discuss why being aware of the impact of our emotions is important and how it helps us make better choices. E.g. Can we take a step back and reflect on whether our emotion might be taking control?	Discuss why setting and achieving goals is important and how it helps us stay motivated and accomplish our dreams.	Discuss why self-reflection is important and how it helps us understand ourselves and improve our actions. Can we look back on ourselves and ponder our choices?	Discuss why being self-aware in social contexts is important and how it helps us build positive relationships and navigate social situations effectively. Discuss why we need to reflect on how others may respond to our words/actions. Discuss social occasions and what problems may arise, e.g. friends out at the park and how they talk

Term:	Spring 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Self-Awareness						
Value Objective:	Understanding and expression emotions	Understanding empathy	Understanding Responsibility	Building Empathy	Understanding and Practicing Gratitude	Building Self-Efficacy	Developing a Sense of Purpose
Big Question:	How can we show our feelings?	How can I understand how others feel?	What responsibilities do I have?	How can I understand others' feelings?	Why should I be grateful and how can I show it?	How can I believe in my ability to succeed?	What is my purpose?
Teacher Input:	Introduce ways to express emotion	Introduce empathy and its importance through stories	Discuss different responsibilities at home and school.	Discuss empathy and its role in relationships.	Discuss the concept of gratitude and its benefits. List ways you can show gratitude to others.	Discuss self-efficacy and ways to build it through positive experiences and feedback. Ways they can motivate themselves to act independently. Talk about challenges they may face in school they overcome, e.g. intimidating tasks in PE.	Explore the concept of purpose and how it gives direction to life. Link back to RE, pupils' individual religious beliefs. Expectations for SATs, as well as transitioning to secondary.
Deliberate Practice:	Roleplay different emotions and their expressions	Roleplay scenarios showing empathy	Role-play taking on responsibilities.	Role-play empathetic responses in various scenarios. E.g. Someone is sad, how can you empathise?	Write a gratitude journal entry: what is one thing you have been grateful for this week? How have you shown gratitude? How could you continue?	Set a challenging goal and identify steps to build confidence in achieving it. Provide with a template, with a limited number of steps.	Reflect on what gives them a sense of purpose and write about it: future aspirations, what motivates them.
Debate:	Discuss why expressing our emotions helps us communicate and build friendships	Discuss why being empathetic is important and how it helps build stronger friendships	Discuss why being responsible is important and how it helps us build trust and reliability.	Discuss why showing empathy is important and how it helps us connect with and support others.	Discuss why practicing gratitude is important and how it helps us appreciate what we have and feel happier.	Discuss why building self-efficacy is important and how it helps us take on challenges and achieve success. E.g. Greater independent work in secondary school, working jobs in the future, etc.	Discuss why having a sense of purpose is important and how it helps us stay motivated and focused on meaningful goals. What would we do without a motivating purpose?

Term:	Summer 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Self-Awareness						
Value Objective:	Understanding the impact of our actions	Expressing emotions appropriately	Developing Resilience	Developing Self-Control	Building Resilience	Understanding and Managing Stress	Preparing for Transition and Change
Big Question:	How do my actions affect others?	How should I express my feelings?	How can I bounce back from setbacks?	How can I control my impulses?	How can I keep going when things get tough?	How can I handle stress effectively?	How can I cope with change?
Teacher Input:	Share stories showing how actions can make others feel.	Discuss appropriate ways to express different emotions	Introduce the concept of resilience and share stories of overcoming challenges.	Introduce techniques (breathing exercises, counting, mantras) for self-control and delaying gratification.	Discuss resilience and share stories of perseverance by famous people, as well as your own personal story. List ways to build resilience: positive framing, breathing exercises, eating healthily, sleeping well. Discuss common pitfalls of coping: unhealthy eating, bottling up emotions.	Introduce stress management techniques Talk about why it's important: health, wellbeing, effect on people around you. Talk about pitfalls of stress management, how we shouldn't do it.	Discuss strategies for coping with transitions and change (e.g., moving to secondary school).
Deliberate Practice:	Act out scenarios where actions can have positive/negative effects	Practice expression emotions in different scenarios	Practice positive self-talk and problem-solving strategies.	Roleplay using these techniques in scenarios. E.g. someone is angry and wants to hit a person: what could they do?	Each group to be given a 'challenge' and to come up with ways they can overcome it through resilience. To present this to the class, to be asked questions.	Practice these techniques in a calm setting, try to make this a routine throughout the week to build familiarity. Try a range of techniques: which one do they prefer? Give class a 'toolkit' of techniques they can choose from.	Plan for the upcoming transition by identifying steps to make it smoother. Identify any areas pupils may be worried about.
Debate:	Discuss why being considerate is important and how it makes others feel	Discuss why expressing our emotions appropriately is important and how it helps us to communicate effectively	Discuss why being resilient is important and how it helps us handle difficult situations.	Discuss why self-control is important and how it helps us make thoughtful decisions and avoid negative consequences.	Discuss why resilience is important and how it helps us overcome obstacles and grow stronger.	Discuss why managing stress is important and how it helps us maintain mental and physical health. Discuss in relation to upcoming SATs.	Discuss why being prepared for change is important and how it helps us adapt and thrive in new environments.

Term:	Summer 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Self-awareness						
Value Objective:	Building self esteem	Building confidence and self esteem	Building Positive Relationships	Building Self-Confidence	Understanding and Valuing Diversity	Cultivating a Growth Mindset	Celebrating Personal Growth and Achievements
Big Question:	Why am I special?	What makes you feel proud?	How can I be a good friend?	How can I believe in myself?	How can I appreciate differences in others?	How can I develop a positive attitude towards learning and challenges?	How have I grown and what have I achieved?
Teacher Input:	Talk about what makes each child unique	Talk about accomplishments and positive self-talk	Discuss qualities of a good friend and ways to build positive relationships.	Discuss the importance of self-confidence and how to build it. E.g. Talk about personal achievements, also talk about how we measure success. Different achievements in/out of school. Talk about famous people who believed in themselves.	Discuss the benefits of diversity in modern Britain, as well as why inclusion is important. How we can include others. E.g. different perspectives it might bring to discussions.	Discuss the difference between a fixed and growth mindset. Talk about taking control of their learning, building up independence and a positive mindset toward work. E.G. Give examples of how positive action can influence their learning, and build up a growth mindset	Reflect on the journey through primary school, highlighting growth and achievements.
Deliberate Practice:	Children share what they like about themselves	Share something they are proud of with the class	Role-play friendship-building scenarios.	Share a personal achievement with the class in any facet of life, e.g. being a good brother, being able to tell the time, etc.	Pupils to share what makes them unique in the classroom. Pupils to suggest how they can be included in the class.	Reflect on a challenging situation and reframe it with a growth mindset perspective. e.g. low mark in arithmetic. How might this make you feel? How could you improve this next time?	Create a personal achievement portfolio or memory book, reflecting on positive memories from their time in Year 6.
Debate:	Discuss why it's important to appreciate ourselves and others	Discuss why feeling proud of our achievements is important and how it helps us build confidence.	Discuss why building positive relationships is important and how it helps us create a supportive community.	Discuss why believing in ourselves is important and how it helps us take on new challenges and achieve our goals. What if we didn't believe in ourselves?	Discuss examples of cultural diversity in Birmingham/Britain as a whole, and how these positively impact society. E.g. Carnivals, festivals, food, dress.	Discuss why cultivating a growth mindset is important and how it helps us embrace learning and personal development. What if we never tried to improve ourselves?	Discuss why celebrating personal growth and achievements is important and how it helps us appreciate our efforts and set new goals for the future.



Aspiration

Compassion, Self-Awareness, Aspiration, Commitment, Resilience and Integrity

Term:	Autumn 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Aspiration						
Value Objective:	Understanding dreams and goals	Understanding ambition	Understanding determination	Understanding aspirations	Understanding ambition and aspiration	Understanding aspirational role models	Understanding personal vision and purpose
Big Question:	What do I want to be when I grow up?	What is ambition?	What does it mean to be determined?	What are my aspirations?	What is the difference between ambition and aspiration?	Who inspires me to achieve my goals?	What is my personal vision and purpose?
Teacher Input:	Introduce the concept of dreams and goals.	Define ambition and provide examples	Define determination and provide examples.	Define aspirations and how they are different from goals.	Define and differentiate ambition and aspiration with examples.	Discuss the role of aspiration role models and their impact.	Discuss the concept of personal vision and purpose
Deliberate Practice:	Draw a picture of what they want to be when they grow up.	Identify a personal ambition and share with the class.	Share a story of a time they were determined.	Identify and share their aspirations.	Identify personal ambitions and aspirations and share with the class.	Consider their role model who inspires them and share with the class why they are aspirational.	Identify and articulate their personal vision and purpose.
Debate:	Discuss why it is important to have dreams and how they make us excited for the future.	Discuss why having ambition is important and how it helps us work towards our goals.	Discuss why being determined is important and how it helps us overcome obstacles.	Discuss why having aspirations is important and how they inspire us to achieve great things.	Discuss why having both ambition and aspiration is important and how they drive us towards our goals.	Discuss why having role models is important and how they motivate us to achieve our aspirations.	Discuss why having a personal vision and purpose is important and how it guides our actions and decisions.

Term:	Autumn 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Aspiration						
Value Objective:	Recognising personal interests	Exploring future aspirations	Identifying personal goals	Setting long-term goals	Setting SMART goals	Setting realistic and challenging goals	Setting strategic goals
Big Question:	What do I like to do?	What do I want to be when I grow up?	What goals do I want to achieve?	What do I want to achieve in the future?	How can I set effective goals?	How can I balance setting realistic yet challenging goals?	How can I set strategic goals to achieve my vision?
Teacher Input:	Discuss different hobbies and interests.	Discuss different careers and what they involve.	Help students identify and articulate their goals.	Discuss how to set long-term goals.	Introduce the concept of SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).	Discuss the importance of balancing realism and challenge in goal setting.	Discuss the importance of strategic goal setting.
Deliberate Practice:	Share their favourite hobby with the class.	Draw a picture of their dream job and explain why they chose it.	Write down personal goals for the year.	Set a long-term goal and plan steps to achieve it.	Create a SMART goal for the half-term.	Set a realistic yet challenging goal for the half term.	Set strategic goals aligned with their personal vision.
Debate:	Discuss why it is important to have hobbies and how they help us discover our passions.	Discuss why thinking about our future is important and how it helps us plan and prepare.	Discuss why setting personal goals is important and how it helps us focus on what we want to achieve.	Discuss why setting long-term goals is important and how they help us stay focussed on our future aspirations.	Discuss why setting SMART goals is important and how they help us achieve our objectives more effectively.	Discuss why balancing realism and challenge in our goals is important and how it helps us stay motivated and achieve more.	Discuss why setting strategic goals is important and how it helps us achieve our long-term visions.

Term:	Spring 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Aspiration						
Value Objective:	Learning from role models	Recognising strengths and talents	Overcoming challenges	Building self-confidence	Cultivating resilience	Overcoming fear of failure	Embracing challenges and opportunities
Big Question:	Who do I look up to?	What am I good at?	How can I overcome challenges?	How can I believe in myself?	How can I bounce back from setbacks?	How can I overcome my fear of failure?	How can I turn challenges into opportunities?
Teacher Input:	Talk about role models and what makes them special.	Help students identify their strengths and talents.	Discuss strategies for overcoming.	Discuss the importance of self-confidence and how to build it.	Discuss the importance of resilience and strategies to build it	Discuss strategies for overcoming the fear of failure	Discuss strategies for turning challenges into opportunities
Deliberate Practice:	Draw a picture of someone they admire.	Pupil to write what they feel their strength is, but another member of the class is given a pupil name to write what they feel the pupils strength is.	Create a role-play/freeze frame of overcoming challenges – teacher to give scenario cards to support.	Share a personal achievement with the class.	Share a story of overcoming a setback – read 'the dot'.	Share a personal experience of overcoming failure.	Share a personal experience where they turned a challenge into an opportunity.
Debate:	Discuss why having role models is important and how they inspire us to achieve our goals.	Discuss why recognising our strengths is important and how it helps us build confidence.	Discuss why overcoming challenges is important and how it helps us grow and become more resilient.	Discuss why believing in ourselves is important and how it helps us take on new challenges and achieve our goals.	Discuss why resilience is important and how it helps us overcome challenges and achieve our goals.	Discuss why overcoming the fear of failure is important and how it helps us take risks and achieve our goals.	Discuss why embracing challenges and opportunities is important and how it helps us grow and succeed.

Term:	Spring 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Aspiration						
Value Objective:	Trying new things	Embracing challenges	Practising persistence	Embracing a growth mindset	Building self-motivation	Building grit and determination	Building resilience and adaptability
Big Question:	Why should I try new things?	Why should I try hard things?	Why should I keep trying?	How can I develop a positive attitude towards learning and challenges?	How can I stay motivated towards my goals?	How can I develop grit and determination?	How can I develop resilience and adaptability?
Teacher Input:	Encourage trying new activities and experiences.	Talk about the benefits of embracing challenge.	Talk about the value of persistence	Discuss the difference between a fixed and growth mindset.	Discuss strategies for self-motivation	Discuss the concept of grit and determination and their importance.	Discuss the importance of resilience and adaptability in achieving goals.
Deliberate Practice:	Selection of different activities – pupils can carousel through activities.	Activities on tables referring to Summer 1 learning – embrace challenge of next stage.	Come up with strategies for persistence – what can they do to keep trying? What can they use to help them?	Reflect on a challenging situation and reframe it with a growth mindset perspective.	Identify a goal and plan ways to stay motivated in achieving it.	Identify a long-term goal and plan steps to develop grit and determination in achieving it.	Plan steps to develop resilience and adaptability in their daily lives.
Debate:	Discuss why trying new things is important and how it helps us learn and grow.	Discuss why embracing challenges is important and how it helps us learn and grow.	Discuss why being persistent is important and how it helps us achieve our goals even when things are tough.	Discuss why cultivating a growth mindset is important and how it helps us embrace learning and personal development.	Discuss why self-motivation is important and how it helps us stay committed to our goals.	Discuss why developing grit and determination is important and how they help us stay committed to our goals.	Discuss why building resilience and adaptability is important and how they help us navigate changes and achieve our goals.

Term:	Summer 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Aspiration						
Value Objective:	Setting simple goals	Setting short-term goals	Learning from failure	Developing self-discipline	Developing a positive attitude	Cultivating a growth mindset	Reflecting on achievements and setting future goals.
Big Question:	What do I want to learn this term?	What do I want to achieve this term?	What can I learn from failing?	How can I stay focussed on my goals?	How can a positive attitude help me achieve my goals?	How can I embrace a growth mindset in my learning?	What have I achieved and what are my future goals?
Teacher Input:	Introduce the idea of setting small, achievable goals.	Discuss how to set short-term goals	Discuss the concept of learning from failure.	Discuss strategies for self-discipline and maintaining focus.	Discuss the impact of a positive attitude on goal achievements.	Discuss the benefits of a growth mindset in learning and personal development.	Reflect on their achievements and set future goals.
Deliberate Practice:	Set a goal for the term and share it with the class. Teacher can write down on post-it to remind later.	Set a goal for the term and share it with the class. Teacher can write down on post-it to remind later.	Read the story 'Tamara – the little engine that could', reflecting perseverance and learning from failure.	Set a long-term goal and plan steps to stay disciplined in achieving it.	Reflect on a situation where a positive attitude helped them succeed.	Reflect on a challenging situation and how a growth mindset can help overcome it.	Create a reflection journal and future goal plans.
Debate:	Discuss why setting goals is important and how it helps us stay focussed and achieve what we want.	Discuss why setting short-term goals is important and how it helps us stay motivated.	How did Tamara show perseverance? How did she learn from her difficulties?	Discuss why self-discipline is important and how it helps us achieve our goals and maintain good habits.	Discuss why maintaining a positive attitude is important and how it influences our success.	Discuss why embracing a growth mindset is important and how it influences our success and learning.	Discuss why reflecting on our achievements and setting future goals is important and how it helps us stay motivated and focussed.

Term:	Summer 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Aspiration						
Value Objective:	Celebrating efforts and achievements	Celebrating progress	Reflecting on achievements	Celebrating personal growth	Reflecting on progress and achievements	Reflecting on personal growth and future aspirations	Celebrating success and preparing for the future
Big Question:	What have I done well this year?	What have I achieved this year?	What have I accomplished this year?	How have I grown this year?	What have I accomplished this year?	How have I grown this year and what are my future aspirations?	How can I celebrate my success and prepare for the future?
Teacher Input:	Reflect on the year's achievements	Reflect on the year's progress and achievements.	Reflect on the achievements from the year.	Reflect on the year's growth and achievements	Reflect on the year's progress and achievements.	Reflect on the year's growth and future aspirations.	Discuss the important of celebrating success and preparing for the future.
Deliberate Practice:	Group discussion on progress – circle time.	Have a template of a human and write/draw their achievements for the year.	Create a poster reflecting their personal achievements	Create a personal growth timeline highlighting key milestones.	Create a portfolio showcasing their achievements.	Create a vision board for their future aspirations.	Plan a celebration of their achievements and set goals for future transitions.
Debate:	Discuss why celebrating our achievements is important and how it makes us feel proud and motivated.	Discuss why celebrating our progress is important and how it helps us feel proud and set new goals.	Discuss why reflecting on our achievements is important and how it helps us recognise our progress and set new goals.	Discuss why recognising and celebrating personal growth is important and how it helps us appreciate our efforts and achievements.	Discuss why reflecting on our progress is important and how it helps us set new goals and appreciate our efforts.	Discuss why reflecting on our growth and planning for the future is important and how it helps us stay focussed on our long-term goals.	Discuss why celebrating our success and preparing for the future is important and how it helps us to stay positive and motivated for the next steps.



Commitment

Compassion, Self-Awareness, Aspiration, Commitment, Resilience and Integrity

Term:	Autumn 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Commitment						
Value Objective:	Understanding commitment	Understanding personal commitments	Understanding responsibility	Understanding commitment	Understanding perseverance	Understanding Dedication and Hard Work	Understanding Lifelong Commitment
Big Question:	What does it mean to keep a promise?	What are personal commitments?	What does it mean to be responsible?	What does commitment mean?	What does it mean to persevere?	What does it mean to be dedicated and work hard?	What does it mean to make a lifelong commitment?
Teacher Input:	Explain the concept of keeping promises with simple examples.	Explain personal commitments with examples like helping at home.	Discuss the concept of responsibility with examples.	Discuss the concept of dedication and provide examples.	Discuss the concept of perseverance and provide examples.	Discuss the concepts of dedication and hard work with examples.	Discuss the concept of lifelong commitment with examples (e.g., marriage, career).
Deliberate Practice:	Create a class promise together and discuss ways to keep it.	Identify personal commitments and share them with the class.	Identify personal responsibilities and share with the class.	Identify personal dedications and share with the class.	Identify times when they have persevered and share with the class.	Identify personal examples of dedication and hard work and share with the class.	Identify potential lifelong commitments and discuss their importance
Debate:	Discuss why keeping promises is important and how it makes others feel safe and happy.	Discuss why personal commitments are important and how they show we care.	Discuss why being responsible is important and how it shows commitment.	Discuss why being dedicated is important and how it helps us achieve our goals	Discuss why perseverance is important and how it helps us overcome challenges.	Discuss why dedication and hard work are important and how they help us achieve our goals	Discuss why making lifelong commitments is important and how it helps us build a meaningful life.

Term:	Autumn 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Commitment						
Value Objective:	Commitment to learning	Commitment to teamwork	Commitment to improvement	Commitment to Academic Excellence	Commitment to team goals	Commitment to Long-Term Goals	Commitment to Leadership
Big Question:	How can we show we are committed to learning?	How can we show commitment in a team?	How can we show commitment to getting better at something?	How can we show commitment to doing well in school?	How can we show commitment to achieving team goals?	How can we stay committed to our long-term goals?	How can we show commitment to being a good leader?
Teacher Input:	Discuss ways to show commitment in the classroom (e.g. paying attention and trying our best).	Discuss the importance of working together and supporting each other.	Discuss way to practise and improve skills.	Discuss ways to show commitment in academics (e.g., studying, homework).	Discuss the importance of working together to achieve common goals.	Discuss strategies for staying committed to long-term goals	Discuss the qualities of a good leader and how to demonstrate them.
Deliberate Practice:	Role-play classroom scenarios demonstrating commitment.	Participate in team activities and games.	Choose a skill to practise and improve over time.	Set academic goals and plan steps to achieve them.	Participate in team activities and set team goals.	Set long-term goals and create a plan to achieve them.	Participate in leadership activities and reflect on their experiences.
Debate:	Discuss why being committed to learning is important and how it helps us grow and succeed.	Discuss why being committed to a team is important and how it helps us achieve more together.	Discuss why being committed to improvement is important and how it helps us grow.	Discuss why being committed to academics is important and how it helps us succeed.	Discuss why being committed to team goals is important and how it helps us work better together.	Discuss why staying committed to long-term goals is important and how it helps us achieve our dreams.	Discuss why being committed to leadership is important and how it helps us inspire others.

Term:	Spring 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Commitment						
Value Objective:	Being reliable	Sticking to goals	Being accountable	Balancing Commitments	Managing Commitments	Overcoming Obstacles	Commitment to Social Justice
Big Question:	What does it mean to be reliable?	What does it mean to stick to goals?	What does it mean to be accountable?	How can we balance different commitments in our lives?	How can we effectively manage our commitments?	How can we stay committed when facing obstacles?	How can we show commitment to making the world a better place?
Teacher Input:	Explain the concept of reliability with relatable examples.	Explain the concept of setting and sticking to goals.	Explain accountability with simple examples.	Discuss strategies for balancing school, home, and extracurricular activities.	Discuss strategies for managing multiple commitments and responsibilities.	Discuss strategies for overcoming obstacles and staying committed.	Discuss the concept of social justice and ways to promote it.
Deliberate Practice:	Practice being reliable and taking turns and sharing responsibilities in class.	Set simple personal goals and discuss ways to achieve them.	Practice taking responsibility for actions and decisions.	Create a weekly schedule to balance commitments.	Create a plan to manage their commitments and responsibilities.	Identify potential obstacles to their goals and plan ways to overcome them.	Plan and participate in a social justice project.
Debate:	Discuss why being reliable is important and how it makes others trust us.	Discuss why sticking to our goals is important and how it helps us succeed.	Discuss why being accountable is important and how it helps us build trust.	Discuss why balancing commitments is important and how it helps us manage our time effectively.	Discuss why managing our commitments is important and how it helps us stay organized and reduce stress.	Discuss why overcoming obstacles is important and how it helps us build resilience	Discuss why being committed to social justice is important and how it helps us create a fairer society.

Term:	Spring 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Commitment						
Value Objective:	Commitment to friends	Showing commitment to health	Showing commitment to kindness	Showing Commitment to Community	Showing commitment to helping others	Commitment to Ethical Behaviour	Commitment to Future Goals
Big Question:	How can we show commitment to our friends?	How can we show commitment to staying healthy?	How can we show commitment to being kind?	How can we show commitment to our community?	How can we show commitment to helping others?	How can we show commitment to doing the right thing?	How can we stay committed to our future goals?
Teacher Input:	Discuss ways to be a good friend (e.g. sharing and listening).	Discuss the importance of healthy habits like eating well and exercising.	Discuss the importance of kindness and ways to show it.	Discuss ways to contribute to and support the community.	Discuss ways to help others and show commitment through actions.	Discuss the importance of ethical behaviour and making good choices.	Discuss strategies for staying committed to future goals and ambitions.
Deliberate Practice:	Engage in activities that promote friendship and cooperation.	Engage in healthy activities and habits.	Perform acts of kindness and share experiences.	Plan and participate in a community service project	Plan and participate in activities that help others.	Identify ethical dilemmas and discuss appropriate responses.	Set future goals and create a plan to achieve them.
Debate:	Discuss why being committed to our friends is important and how it makes friendships stronger.	Discuss why being committed to our health is important and how it helps us feel good.	Discuss why being committed to kindness is important and how it makes others feel.	Discuss why being committed to our community is important and how it helps us build a better place to live.	Discuss why being committed to helping others is important and how it makes a positive impact.	Discuss why being committed to ethical behaviour is important and how it helps us build integrity	Discuss why staying committed to our future goals is important and how it helps us achieve our dreams.

Term:	Summer 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Commitment						
Value Objective:	Following through to complete a task	Commitment to family	Commitment to the environment	Commitment to Personal Growth	Commitment to self-improvement	Commitment to personal values	Commitment to Continuous Learning
Big Question:	How can we finish what we start?	How can we show commitment to our family?	How can we show commitment to taking care of our environment?	How can we show commitment to our personal growth?	How can we show commitment to improving ourselves?	How can we show commitment to our personal values?	How can we show commitment to learning throughout our lives?
Teacher Input:	Explore the importance of completing tasks with simple examples.	Discuss ways to show commitment to family members.	Discuss ways to protect and care for the environment.	Discuss the importance of personal growth and self-improvement.	Discuss the importance of self-improvement and setting personal goals.	Discuss the importance of personal values and staying true to them.	Discuss the importance of lifelong learning and ways to stay curious and engaged.
Deliberate Practice:	Participate in activities that require starting and finishing tasks.	Share examples of how they help at home.	Participate in a class project to help the environment.	Set personal growth goals and reflect on progress.	Set self-improvement goals and reflect on progress.	Identify their personal values and share examples of how they live by them.	Identify areas they want to continue learning about and create a plan.
Debate:	Discuss why finishing what we start is important and how it makes us feel proud.	Discuss why being committed to our family is important and how it makes our families strong and happy.	Discuss why being committed to the environment is important and how it helps the planet.	Discuss why being committed to personal growth is important and how it helps us	Discuss why being committed to self-improvement is important and how it helps us grow.	Discuss why being committed to our personal values is important and how it helps us build character.	Discuss why being committed to continuous learning is important and how it helps us grow and adapt.

Term:	Summer 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Commitment						
Value Objective:	Celebrating commitment	Reflecting on commitment	Reflecting on yearly commitments	Reflecting on Commitment Achievements	Reflecting on commitment and growth	Reflecting on Commitment and Achievements	Reflecting on Commitment and Legacy
Big Question:	How can we celebrate our commitment?	What commitments have we made this year?	What have we achieved through our commitments this year?	What have we learned from our commitments this year?	What have we achieved through our commitments this year?	What have we achieved through our commitments this year?	What legacy do we want to leave through our commitments?
Teacher Input:	Reflect on the year's commitments and achievements.	Reflect on the year's commitments and achievements.	Reflect on the year's commitments and achievements.	Reflect on the year's commitments and achievements.	Reflect on the year's commitments and achievements.	Reflect on the year's commitments and achievements.	Reflect on the year's commitments and achievements.
Deliberate Practice:	Create a class celebration for their hard work and commitment.	Create a scrapbook or poster of their commitments and successes.	Create a class book or presentation of their commitments and successes.	Create a class journal or portfolio of their commitments and successes.	Create a class project or presentation of their commitments and successes	Create a class book or portfolio of their commitments and successes	Create a class project or presentation of their commitments and the legacy they want to leave.
Debate:	Discuss why celebrating our commitment is important and how it helps us recognise our efforts.	Discuss why reflecting our commitment is important and how it helps us appreciate our efforts.	Discuss why reflecting on our commitments is important and how it helps us set new goals.	Discuss why reflecting on our commitments is important and how it helps us appreciate our efforts and set new goals.	Discuss why reflecting on our commitments is important and how it helps us set new goals for the future	Discuss why reflecting on our commitments is important and how it helps us set new goals for the future.	Discuss why reflecting on our commitments is important and how it helps us set new goals for the future and leave a positive impact.



Resilience

Compassion, Self-Awareness, Aspiration, Commitment, Resilience and Integrity

Term:	Autumn 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Resilience						
Value Objective:	Introduction to resilience	Introduction to resilience	Introduction to resilience	Introduction to resilience	Introduction to resilience	Introduction to resilience	Introduction to resilience
Big Question:	What does it mean to be resilient?	How can we see resilience in ourselves?	How can we stay calm when we feel upset?	How can having a growth mindset help us to be more resilient?	How can we manage our emotions to stay resilient?	How can we embrace change and stay resilient?	How can resilience help us in different areas of our life?
Teacher Input:	Introduce the concept of resilience using simple language and stories.	Discuss personal examples of resilience.	Discuss strategies for staying calm, such as deep breathing.	Discuss the concept of a growth mindset and how it encourages resilience	Discuss strategies for managing emotions such as deep breathing and talking to someone.	Discuss how change is a part of life and ways to adapt to it	Discuss the concepts of personal vision and purpose.
Deliberate Practice:	Read a story about a character who shows resilience. Discuss what the character did.	Share stories of when they kept trying even when it was hard.	Practice calming techniques as a class.	Identify fixed vs. growth mindset statements and practice using growth mindset language	Role-play scenarios to practice managing emotions.	Share experiences of change and how they adapted	Identify and articulate their personal vision and purpose.
Debate:	Discuss why being resilient is important and how it helps us try again after something doesn't work the first time.	Discuss why recognising our own resilience is important and how it makes us feel proud and strong.	Discuss why staying calm is important and how it helps us handle difficult situations.	Discuss why having a growth mindset is important and how it helps us learn from our mistakes and keep trying	Discuss why managing our emotions is important and how it helps us stay calm and focused.	Discuss why embracing change is important and how it helps us stay flexible and resilient	Discuss why having a personal vision and purpose is important and how it guides our actions and decisions.

Term:	Autumn 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Resilience						
Value Objective:	Building confidence	Learning from challenges	Setting personal goals	Developing a growth mindset	Facing adversity	Overcoming setbacks	Setting and achieving goals
Big Question:	How can we feel confident to try new things?	How do challenges help us to grow?	How setting goals help us be resilient?	How can embracing challenges help us to grow?	How can facing adversity make us stronger?	How can we overcome setbacks to achieve success?	How resilience help us to achieve our goals?
Teacher Input:	Talk about trying new activities and how it's okay if we don't succeed right away.	Explain that challenges help us learn new things.	Explain the importance of setting and working towards goals.	Talk about how facing challenges can help us learn and improve.	Share stories of individuals who faced adversity and became stronger	Share stories of people who overcame setbacks to achieve success.	Discuss the importance of strategic goal setting.
Deliberate Practice:	Encourage students to try a new activity in class.	Identify a challenge and talk about what was learned from it.	Set a personal goal and create a plan to achieve it.	Set a challenging goal and work towards achieving it.	Write about a time they faced adversity and what they learned from it.	Write about a setback they overcame and what they learned	Set strategic goals aligned with their personal vision.
Debate:	Discuss why trying new things is important and how it helps us learn and grow	Discuss why facing challenges is important and how it helps us learn and improve.	Discuss why setting goals is important and how it helps us stay focused and motivated	Discuss why embracing challenges is important and how it helps us become stronger and more capable.	Discuss why facing adversity is important and how it helps us build character and resilience.	Discuss why overcoming setbacks is important and how it helps us build resilience and determination	Discuss why setting strategic goals is important and how it helps us achieve our long-term vision.

Term:	Spring 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Resilience						
Value Objective:	Handling mistakes	Staying motivated	Overcoming a fear of failure	Staying positive in difficult times	Staying motivated	Developing a positive mindset	Coping with pressure
Big Question:	What should we do if we make a mistake?	How can we stay motivated when things are tough?	How can we overcome the fear of failing?	How can we stay positive during difficult times?	How can we stay motivated when things get tough?	How can a positive mindset help us to stay resilient?	How can we cope with pressure and stay resilient?
Teacher Input:	Explain that making mistakes is a part of learning and growing.	Discuss ways to stay motivated, such as setting small goals.	Talk about how failing is a part of learning.	Discuss strategies for maintaining a positive attitude in tough situations.	Discuss techniques for staying motivated, such as setting goals and self-encouragement.	Discuss the power of positive thinking and how it impacts resilience	Discuss strategies for turning challenges into opportunities.
Deliberate Practice:	Share personal stories or examples of mistakes and what was learned from them.	Set a small goal and work towards it together.	Share stories of famous people who failed before they succeeded	Share examples of how they stayed positive during a difficult time	Create a motivation board with personal goals and affirmations.	Practice positive affirmations and self-talk	Share a personal experience where they turned a challenge into an opportunity.
Debate:	Discuss why making mistakes is important and how it helps us become better at what we do	Discuss why staying motivated is important and how it helps us reach our goals	Discuss why overcoming the fear of failing is important and how it helps us keep trying and learning.	Discuss why staying positive is important and how it helps us cope with difficult situations.	Discuss why staying motivated is important and how it helps us achieve our goals.	Discuss why having a positive mindset is important and how it helps us overcome challenges	Discuss why embracing challenges and opportunities is important and how it helps us grow and succeed.

Term:	Spring 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Resilience						
Value Objective:	Keeping a positive attitude	Encouraging others	Building self esteem	Learning from criticism	Building self confidence	Building inner strength	Learning from failure
Big Question:	How can we stay positive when things are hard?	How can we encourage our friends to be resilient?	How can we build our self esteem?	How can we learn from criticism and feedback?	How can we build our self – confidence to face challenges?	How can we build inner strength to face challenges?	How can failure help us to grow and become more resilient?
Teacher Input:	Discuss the importance of a positive attitude using examples.	Talk about the power of encouragement and kind words	Discuss the importance of positive self-talk and recognizing our strengths	Explain the importance of constructive criticism and how it helps us improve	Discuss the importance of self-confidence and ways to build it.	Explore techniques such as mindfulness, meditation, and reflection	Discuss the importance of resilience and adaptability in achieving goals.
Deliberate Practice:	Practice saying positive phrases together.	Practice giving compliments and encouragement to classmates.	Write down things they like about themselves and share with the class	Practice giving and receiving constructive feedback in pairs.	Practice speaking in front of the class to build confidence	Practice a mindfulness exercise as a class	Plan steps to develop resilience and adaptability in their daily lives.
Debate:	Discuss why staying positive is important and how it helps us feel good and keep trying.	Discuss why encouraging others is important and how it helps everyone feel supported and strong.	Discuss why building our self-esteem is important and how it helps us feel good about ourselves	Discuss why learning from criticism is important and how it helps us become better at what we do.	Discuss why building self-confidence is important and how it helps us face challenges with courage.	Discuss why building inner strength is important and how it helps us face challenges with confidence	Discuss why building resilience and adaptability is important and how they help us navigate changes and achieve our goals.

Term:	Summer 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Resilience						
Value Objective:	Working together	Reflecting on personal growth	Helping others be resilient	Building Inner Strength	Helping Others Be Resilient	Supporting Others	Building Long-term Resilience
Big Question:	How can we help each other be resilient?	How have we grown by being resilient?	How can we help others when they are struggling?	How can we build our inner strength to face challenges?	How can we support our friends to be more resilient?	How can we support others to be resilient?	How can we build resilience for the future?
Teacher Input:	Talk about helping friends and working together to solve problems.	Reflect on the personal growth and achievements of the year.	Discuss ways to support and help others when they are facing challenges.	Discuss techniques such as mindfulness and reflection to build inner strength	Discuss why building self-confidence is important and how it helps us face challenges with courage.	Discuss the importance of supporting others and how it builds resilience in the community.	Reflect on their achievements and set future goals.
Deliberate Practice:	Engage in group activities that require teamwork.	Create a personal growth chart to track progress.	Role-play scenarios where they help a friend in need.	Practice a short mindfulness exercise as a class	Role-play helping a friend through a difficult time.	Create a support plan for a friend or family member	Create a reflection journal and future goal plan.
Debate:	Discuss why helping each other is important and how it makes us stronger as a team	Discuss why reflecting on our growth is important and how it shows us how much we've learned	Discuss why helping others is important and how it helps create a supportive community.	Discuss why building inner strength is important and how it helps us face challenges with confidence	Discuss why helping others is important and how it builds a supportive community	Discuss why supporting others is important and how it helps build a strong, resilient community	Discuss why reflecting on our achievements and setting future goals is important and how it helps us stay motivated and focused.

Term:	Summer 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value Taught:	Resilience						
Value Objective:	Reflecting on Resilience	Celebrating Resilience	Reflecting on Resilience and Success	Celebrating Resilience	Reflecting on Growth	Reflecting on Resilience	Celebrating Resilience and Looking Forward
Big Question:	What have we learned about being resilient?	How can we celebrate our resilience?	How has being resilient helped us succeed this year?	How can we celebrate our resilience and achievements?	How have we grown in our resilience this year?	How has our resilience helped us achieve our goals?	How can we celebrate our resilience and look forward to new challenges?
Teacher Input:	Talk about helping friends and working together to solve problems	Discuss ways to celebrate achievements and resilience.	Reflect on the successes and achievements of the year.	Reflect on the year's challenges and successes.	Reflect on personal and class growth in resilience.	Reflect on the year's challenges and achievements	Discuss the importance of celebrating success and preparing for future transitions.
Deliberate Practice:	Engage in group activities that require teamwork.	Plan a class celebration to honour resilience.	Create a class scrapbook of their resilient moments and successes.	Create a class display showcasing their resilient moments.	Create a reflection journal entry about their growth	Create a class book of resilient moments and successes	Plan a celebration of their achievements and set goals for future transitions.
Debate:	Discuss why helping each other is important and how it makes us stronger as a team.	Discuss why celebrating our resilience is important and how it helps us appreciate our efforts and success.	Discuss why reflecting on our resilience is important and how it helps us understand our strengths and achievements.	Discuss why celebrating our resilience is important and how it helps us appreciate our efforts and growth.	Discuss why reflecting on our growth is important and how it helps us see our progress and set new goals	Discuss why reflecting on our resilience is important and how it helps us appreciate our efforts and growth	Discuss why celebrating our success and preparing for the future is important and how it helps us stay positive and motivated for the next steps.



Integrity

Compassion, Self-Awareness, Aspiration, Commitment, Resilience and
Integrity

Term:	Autumn 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value taught:	Integrity						
Value objective:	Understanding honesty	Understanding truthfulness	Understanding honesty in relationships	Understanding personal integrity	Understanding ethical principles	Understanding ethical decision making	Examining ethical integrity
Big question:	What does it mean to be honest?	Why is it important to tell the truth?	How does honesty build strong relationships?	What does personal integrity mean to us?	What ethical principles guide our decisions and actions?	How do we make ethical decisions with integrity?	What factors influence ethical integrity and how do we navigate them?
Teacher input:	Introduce honesty as telling the truth and doing what is right.	Discuss the importance of honesty in building trust.	Discuss how honesty fosters trust and respect in friendships.	Define personal integrity and its significance in maintaining honesty, fairness, and accountability.	Introduce fundamental ethical principles such as honesty, fairness, respect and empathy, emphasising their role in shaping integrity.	Introduce ethical decision making models and strategies, emphasising the importance of considering values, consequences and ethical principles.	Explore various factors that influence ethical integrity, such as personal values, societal norms, peer pressure, and ethical dilemmas, and discuss strategies for navigating these influences with integrity.
Deliberate practice:	Role-play scenarios where honesty is demonstrated.	Role-play scenarios where telling the truth is challenging.	Role-play scenarios where honesty strengthens relationships.	Engage in discussions about times where we have shown integrity.	Children get a real world scenario and discuss how to solve it with integrity.	Children get a real world scenario and discuss how to solve it with integrity.	Children get a real world scenario and discuss the ethical thing to do and the factors that might make it difficult.
Debate:	Discuss why honesty is important and how it builds trust with others.	Discuss why telling the truth is important and how it helps us build strong relationships.	Discuss why honesty is important in relationships and how it helps us build meaningful connections.	Discuss why personal integrity is foundational for building character and earning respect from others.	Discuss why ethical principles serve as moral compasses for navigating complex situations and upholding personal integrity.	Discuss why ethical decision making requires critical thinking, moral reasoning and a commitment to upholding integrity and ethical principles.	Discuss why understanding the complexities of ethical integrity and developing ethical decision making skills are essential for navigating moral dilemmas and upholding personal integrity.

Term:	Autumn 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value taught:	Integrity						
Value objective:	Recognising right and wrong	Recognising consequences	Recognising ethical dilemmas	Recognising ethical dilemmas	Resolving ethical dilemmas	Resolving complex ethical dilemmas	Resolving ethical complexity
Big question:	How do we know what is right and wrong?	What can happen when we don't tell the truth?	What should we do when we face a difficult decision?	How do we approach ethical dilemmas with integrity?	How do we approach and resolve ethical dilemmas with integrity?	How do we navigate and resolve complex ethical dilemmas with integrity?	How do we address unresolved complex ethical dilemmas with integrity?
Teacher input:	Discuss simple examples of right and wrong behaviour	Explain that dishonesty can hurt others and have consequences.	Introduce the concept of ethical dilemmas and decision making.	Introduce various ethical dilemmas and decision-making frameworks that prioritise integrity and ethical principles.	Explore ethical decision-making frameworks and strategies for resolving ethical dilemmas while prioritising integrity and ethical principles.	Explore case studies or scenarios involving multifaceted ethical dilemmas, challenging students to consider various perspectives and ethical implications.	Delve deeper into the nuances of complex ethical dilemmas, considering multiple perspectives, ethical theories, and long term consequences, and discuss approaches for ethically sound decision making.
Deliberate practice:	Identify behaviours as right or wrong in stories or pictures	Discuss the consequences of various actions in stories or situations.	Discuss solutions to ethical dilemmas in stories or scenarios	Children get series of cases where people have made a decision and decide if they have made a decision with integrity or not.	Engage in role playing exercises as a group simulating ethical dilemmas and act it out in front of the class. The class decided if the solution found was made with integrity or not.	Engage in role playing exercises as a group simulating ethical dilemmas and act it out in front of the class. The class discuss the solution found and discuss if other solutions could be found.	Engage in role playing exercises as a group simulating ethical dilemmas and act it out in front of the class. The class discuss the solution found and discuss if other solutions could be found.
Debate:	Discuss why knowing right from wrong is important and how it helps us make good choices.	Discuss why considering consequences is important and how it helps us make ethical decisions.	Discuss why considering ethics in decision making is important and how it helps us make choices aligned with our values.	Discuss why navigating ethical dilemmas with integrity is essential for upholding moral values and fostering trust in relationships.	Discuss why ethical decision making requires careful consideration of values, consequences and the ethical implications of actions.	Discuss why addressing complex ethical dilemmas requires empathy, critical thinking and a commitment to ethical principles and integrity.	Discuss why addressing ethical dilemmas requires moral courage, empathy, and a commitment to ethical principles and integrity.

Term:	Spring 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value taught:	Integrity						
Value objective:	Taking responsibility	Taking ownership	Taking responsibility for Actions	Taking responsibility and accountability	Taking ownership and accountability	Exercising responsible leadership	Demonstrating ethical leadership
Big question:	Why is it important to take responsibility for our actions?	Why should we take responsibility to our mistakes?	Why is it important to take responsibility for our actions?	Why is taking responsibility for our actions a sign of integrity?	Why is taking ownership and accountability essential for maintaining integrity?	How can we demonstrate responsible leadership with integrity?	How can we exhibit ethical leadership with integrity?
Teacher input:	Explain that taking responsibility means owning up to our mistakes.	Discuss the importance of admitting when we're wrong and making things right.	Discuss the impact of taking responsibility on personal integrity and relationships.	Explore the concept of responsibility and accountability, emphasizing their connection to personal integrity and ethical conduct.	Examine the relationship between accountability, responsibility, and personal integrity, emphasizing the importance of admitting mistakes and making amends.	Discuss the qualities of responsible leadership, emphasising integrity, accountability, empathy, and ethical decision-making.	Explore the qualities and responsibilities of ethical leaders, emphasizing integrity, accountability, empathy, and a commitment to ethical decision-making and social responsibility.
Deliberate practice:	Children have statements about different scenarios. They identify the times you should say sorry and times you don't.	Children get different scenarios and discuss how they can fix the situation (say sorry and make amends)	Recall a time they have made the wrong choice and how they made amends.	Reflect on past experiences where taking responsibility led to positive outcomes and personal growth.	Reflect on past experiences where they took ownership and accountability and how it led to personal growth. Discuss how this links to overall theme of integrity.	Children think of a person in power. What leadership qualities do they need? Consider how they show decision-making, teamwork, and communication with integrity.	Children given a scenario where a leader needs to make a decision. Children discuss the decision they would make with a focus integrity.
Debate:	Discuss why taking responsibility is important and how it helps us learn and grow.	Discuss why taking ownership is important and how it helps us learn from our mistakes.	Discuss why taking responsibility is important for personal growth and accountability.	Discuss why demonstrating accountability and taking ownership of one's actions is integral to building trust and credibility.	Discuss why demonstrating accountability and taking responsibility for one's actions is crucial for preserving trust and credibility.	Discuss why responsible leadership entails modelling, ethical behaviour inspiring trust and promoting the common good with integrity for preserving trust and credibility.	Discuss why ethical leadership entails modelling, ethical behaviour, inspiring trust and empowering others to act ethically and responsibly with integrity

Term:	Spring 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value taught:	Integrity						
Value objective:	Being Trustworthy	Building Trust	Building Trustworthiness	Building Trust and Reliability	Cultivating Trust and Reliability	Fostering Trust and Collaboration	Fostering Trustworthy Relationships
Big question:	How can we show others that we are trustworthy?	How can we earn others' trust?	How can we demonstrate trustworthiness in different situations?	How do trust and reliability contribute to our integrity?	How do trust and reliability shape our integrity and reputation?	How do trust and collaboration contribute to ethical integrity and success?	How do trust and integrity contribute to building and maintaining meaningful relationships?
Teacher input:	Discuss actions that build trust, such as keeping promises.	Discuss actions that build trust, such as keeping promises and being reliable.	Explore scenarios where trustworthiness is crucial, such as keeping promises and confidential information.	Discuss the importance of trustworthiness and reliability in establishing integrity and fostering positive relationships.	Discuss the significance of trustworthiness, reliability, and consistency in building and maintaining integrity and positive reputations.	Explore the interconnectedness between trust, collaboration, and ethical integrity, emphasising their role in fostering positive relationships and achieving common goals.	Explore the connection between trust, integrity, and the quality of interpersonal relationships, highlighting the importance of honesty, reliability, and mutual respect in fostering trust and connection.
Deliberate practice:	Engage in activities where trust is important, like partner games. e.g. throwing a ball	Five people I trust on a hand. Label each finger with a person they trust. Discuss as a class why they trust them.	Children name people they trust and are given key words. They select words to describe why they trust these people. What key attributes does a trustworthy person have?	Give children 2 scenarios one where someone is being trustworthy and one where someone is untrustworthy. Children discuss how they know someone is/isn't trustworthy and whether they are acting with integrity.	Children in pairs. One partner is blindfolded the other leads them around the room. Emphasise importance of trust and integrity in being successful.	Split class in 2 groups. They stand in an line and everyone except the last person is blindfolded. The non-blindfolded person directs everyone to areas in the room to collect different objects.	Engage in activities that promote open communication, empathy, and cooperation, nurturing trustworthy relationships based on integrity and shared values.
Debate	Discuss why being trustworthy is important and how it helps us build strong relationships	Discuss why being trustworthy is important and how it helps us build strong friendships	Discuss why being trustworthy is essential for maintaining healthy relationships and fostering trust within the community	Discuss why being trustworthy and reliable is essential for maintaining integrity and earning the confidence of others.	Discuss why earning and maintaining trust and reliability are essential for demonstrating integrity	Discuss why building trust and fostering collaboration are essential for promoting ethical integrity, innovation and collective success	Discuss why building and maintaining trustworthy relationships require sincerity, vulnerability, and a steadfast commitment to integrity and ethical conduct.

Term:	Summer 1						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value taught:	Integrity						
Value objective:	Understanding Fairness	Practicing Fairness	Practicing Fairness and Equity	Practicing Equity and Justice	Promoting Equity and Justice	Advocating for Equity and Social Justice	Advocating for Equity and Justice
Big question:	What does it mean to be fair?	How can we treat others fairly?	How can we ensure fairness and equity in our interactions?	How can we promote equity and justice with integrity?	How can we advocate for equity and justice with integrity?	How can we advocate for equity and social justice with integrity?	How can we advocate for equity, diversity, and social justice with integrity?
Teacher input:	Explain fairness as treating others equally and with respect.	Explain fairness as treating everyone with kindness and respect.	Discuss the concepts of fairness and equity, emphasizing treating others impartially and respectfully.	Explore principles of equity and justice, emphasizing fairness, inclusivity, and respect for diversity.	Explore the principles of equity, justice, and fairness, emphasizing the importance of advocating for equality, inclusivity, and social justice with integrity.	Explore issues related to equity, diversity, inclusion, and social justice, encouraging students to take informed action and advocate for positive change with integrity.	Explore systemic issues of inequity, discrimination, and social injustice, empowering students to advocate for equity, diversity, and human rights with integrity and empathy.
Deliberate practice:	Share toys or snacks equally among classmates.	Share toys or snacks equally among classmates.	Engage in activities promoting fairness and equity, such as cooperative games where everyone has an equal opportunity to participate. Put children in small groups. They throw a ball to each other, making sure everyone gets a turn.	Participate in discussions and activities focused on addressing bias, prejudice, and discrimination with integrity and empathy. Children get scenarios where someone isn't acting fairly (not being inclusive) and they discuss how to fix the situation.	"Pretend you are a classroom teacher and you have to decide who is going to represent your class at lunch with SLT. Who is the student who fairly deserves to be chosen?" <u>Scenario</u> Juan is the smallest, but he is the one who works the hardest and does the best work in class. Kishara is older than Juan and is competent. She has very few friends and is the one	Children design a poster of different ways school is inclusive.	Split class into 2 groups. Give them a statement such as "Ben won't let Laura play football because he says boys are better at football than girls". One group defend this statement other group criticise it. Focus on fairness and integrity.

					<p>who needs the most praise to help with her poor self-esteem.</p> <p>Benny is the oldest and is moving on to high school after this year.</p> <p>Keara is a natural leader and has the best attitude. She is always willing to help.</p> <p>Ricky is the principal's son.</p>		
Debate:	Discuss why fairness is important and how it helps us create a harmonious community	Discuss why fairness is important and how it helps create a caring community	Discuss why fairness and equity are fundamental principles for creating a just and inclusive environment	Discuss why advocating for equity and justice is fundamental to upholding integrity and creating a fair and inclusive society	Discuss why advocating for equity and justice with integrity is essential for creating a more just, equitable and inclusive society	Discuss why advocating for equity and social justice requires empathy, courage and a commitment to ethical integrity and human rights	Discuss why advocating for equity and social justice requires moral courage, solidarity and a steadfast dedication to ethical integrity and human dignity

Term:	Summer 2						
Year:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value taught:	Integrity						
Value objective:	Reflecting on Integrity	Reflecting on Integrity	Reflecting on Integrity and Ethical Choices	Reflecting on Integrity and Ethical Leadership	Reflecting on Integrity and Ethical Leadership	Ad Reflecting on Integrity and Ethical Citizenship	Reflecting on Ethical Integrity and Civic Responsibility
Big question:	How have we shown integrity this year?	How have we shown integrity this year?	How have we demonstrated integrity and made ethical choices this year?	How have we demonstrated integrity and ethical leadership this year?	How have we demonstrated integrity and ethical leadership this year?	How have we demonstrated integrity and ethical citizenship this year?	How have we demonstrated ethical integrity and civic responsibility this year?
Teacher input:	Reflect on times when integrity was demonstrated in class.	Reflect on times when integrity was demonstrated in class.	Reflect on instances where students exhibited integrity and made ethical decisions, acknowledging their growth and development.	Reflect on instances where students exhibited integrity, ethical leadership, and acted as positive role models for their peers.	Reflect on instances where students exhibited integrity, ethical leadership, and acted as positive role models for their peers.	Reflect on instances where students exhibited integrity, ethical citizenship, and acted as agents of positive change in their communities.	Reflect on instances where students exhibited ethical integrity, acted as responsible citizens, and made positive contributions to their communities, acknowledging their growth and impact.
Deliberate practice:	Create a class display showcasing integrity moments.	Create a class display showcasing integrity moments.	Create individual reflections (write a sentence and draw a picture) on personal experiences related to integrity and ethical decision-making.	Children get a gingerbread man cut out. Label with different qualities they have shown through the year to demonstrate integrity.	Give statements showing integrity of things teacher has noticed over the year. Children vote on who they think the statements refer to.	Children get a post-it note and write a time they showed integrity in the community and add it to integrity board.	Children get a post-it note and write a time they showed integrity in the community and add it to integrity board. Discuss how they have grown and changed because of this.
Debate:	Discuss why reflecting on our integrity is important and how it helps us understand our values	Discuss why reflecting on our integrity is important and how it helps us understand our values	Discuss why reflecting on personal integrity and ethical choices is crucial for understanding ones values and responsibilities as a	Discuss why reflecting on personal integrity and ethical leadership is essential for fostering positive	Discuss why reflecting on personal integrity and ethical leadership is essential for fostering positive	Discuss why reflecting on personal integrity and ethical citizenship is essential for promoting social responsibility, ethical leadership and	Discuss why reflecting on personal integrity and civv-responsibility is essential for fostering social awareness, ethical leadership and collective efforts to create a positive change in society

			member of the community	change and making a difference in the community	change and making a difference in the community	positive impact in our society	
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