



CHARACTER EDUCATION CURRICULUM

~ putting Christian & universal values at the heart of our curriculum ~

KEY STAGE 1 – core / foundation values

VALUE	TOPIC FOCUS	EMBEDDED in CURRICULUM	PERSONAL REFLECTION
LOVE	Humans & Animals	<p>RE: The wonder of creation / the natural world – how can we love / look after the planet? How did Jesus show love? Love and commitment - Hindu & Christian Weddings.</p> <p>HIST: People from history who show love for people and animals: Mary Seacole, Florence Nightingale and Edith Cavell (Nursing) Dian Fossey and Steve Irwin (Animal Conservation).</p> <p>ART: Self-portraits – recognising and celebrating what makes us unique; learning to love ourselves / positive self-image.</p>	<p>What does love feel like?</p> <p>Who / what do I love and why?</p> <p>How do other people show they love me?</p> <p>How do I show love?</p>
HOPE	Exploration & Explorers	<p>RE: Hope in the Bible – The Story of Noah’s Ark. Hope for the future and belief in life after death - Christian ideas about Heaven & Hindu Reincarnation.</p> <p>HIST: The lives and emotions of famous explorers: Christopher Columbus, David Livingstone, Scott and Bear Grylls. The importance of hope and optimism when things get tough.</p> <p>GEOG: Weather and climate – human hopes for weather needed (e.g. for plant growth); hope for changes in weather (e.g. in extreme weather conditions such as floods / droughts).</p>	<p>What are my hopes and dreams – for me / for the world?</p> <p>Why can it be hard to feel hopeful / optimistic?</p> <p>How can I stay optimistic / positive / happy?</p> <p>Why does positive mental health & wellbeing matter?</p>
KINDNESS	Playtime & Friendship	<p>RE: Kindness in the Bible – the Good Samaritan. Jesus as a friend and role-model. Christians who show kindness – Mother Teresa. Kindness in Hinduism - duty (Dharma).</p> <p>ART/HIST: Showing friendship in art - Pieter Bruegel the Elder & LS Lowry.</p> <p>DT: Making toys to play with friends – puppet (sewing) and wind-up toy.</p> <p>ALL SUBJECTS: teamwork / cooperation; being kind / thoughtful when responding to people’s contributions or making peer assessment comments.</p>	<p>How do I show kindness to other people?</p> <p>How do I feel when people are kind to me?</p> <p>Why are people unkind to others?</p> <p>What should we do if someone is unkind to us / a friend?</p> <p>What is the difference between being unkind and bullying?</p>

VALUE	TOPIC FOCUS	EMBEDDED in CURRICULUM	PERSONAL REFLECTION
FORGIVENESS	Remembering the past	<p>RE: Bible stories which show forgiveness – Jonah / the prodigal son. Understanding that God forgives us; we all make mistakes.</p> <p>HIST: Reflecting on my past – when have I had to forgive someone? Events beyond my / living memory linked to forgiveness: the Great Fire of London, Bonfire Night & Remembrance Sunday</p>	<p>What is forgiveness?</p> <p>Why should I forgive people?</p> <p>When has someone forgiven me?</p> <p>What does ‘forgive & forget’ mean?</p> <p>Why is it important to remember things from the past?</p>
PEACE	The wider world	<p>RE: Moments of peace in the Bible – Daniel / Jesus calms the storm. Hindu and Christian ideas about God and prayer. The role of peace in worship / faith.</p> <p>SCI: Finding peace in nature – the importance of plants to well-being.</p> <p>GEOG: Finding peace in nature – different places and landscapes.</p> <p>ART: Finding peace in art – sculpture.</p>	<p>What does peace feel like / mean to me?</p> <p>When do I feel peace?</p> <p>Why is peace important to me / the wider world?</p> <p>How could we help others feel peace?</p>
TRUST	Places & Buildings	<p>RE: Stories of people who show trust in God. Putting your trust in God – baptism. Special places for Christians and Hindus. Trust within a church / temple community.</p> <p>SCI: Materials and their properties / uses – trusting materials used to make things.</p> <p>ART / GEOG: Famous buildings and landmarks around the world / works of famous architects – trusting the design and construction is safe.</p> <p>DT: Structures – how can we trust they won’t fall down?</p>	<p>When have I put my trust in someone?</p> <p>Who do I trust and why?</p> <p>Am I trustworthy? How can I show it?</p>

Lower KEY STAGE 2 (Y3/4) – intermediate values

VALUE	FOCUS	EMBEDDED in CURRICULUM	PERSONAL REFLECTION
PATIENCE	Archeology & rocks	<p>RE: Patience in faith - 4th Pillar of Islam (fasting) & Eid; Advent (waiting for Christmas); patience in our lives - the journey of life.</p> <p>SCI: formation of rocks and fossils over time</p> <p>HIST: life before machines and technology – having patience to build (e.g. Stonehenge)</p>	<p>Why is it so hard to be patient?</p> <p>Why do I need to be patient?</p> <p>Could I cope without technology? Why?</p> <p>How would life be better without technology?</p>
CHARITY	Outlaws / Robin Hood	<p>RE: Christian teachings of charity. Christian Aid and Islamic Relief (3rd pillar of Islam).</p> <p>SCI: environmental charities – trying to address negative human impact on the environment and living things.</p> <p>HIST: changes in social history - crime and punishment.</p>	<p>Why should I give to charity?</p> <p>Which charity/s are special to me? Why?</p> <p>Why is charity needed?</p> <p>Is prison the best form of punishment?</p> <p>How should we punish people who break the law?</p>
FAITH	Early Christianity	<p>RE: Showing faith - Christian Pilgrimage and Hindu Hajj. Faith expressed through art.</p> <p>SCI: ‘dark is the absence of light’ – how does the science link to ideas of faith?</p> <p>GEOG: Routes / journeys of famous pilgrimages.</p> <p>HIST: Christian conversion</p>	<p>What is faith?</p> <p>How do different people show their faith?</p> <p>Why is pilgrimage special to different faiths?</p> <p>What makes people believe in a faith?</p> <p>Does it matter if I don’t believe in God / have faith?</p> <p>What does it mean to have ‘faith in yourself’?</p>

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THOUGHTFULNESS	Viking Journeys & Settlement in UK	<p>RE: Worship & Prayer: The Lord's Prayer and the Second Pillar of Islam (Salah).</p> <p>HIST: Viking myths & legends</p> <p>ART: Ceramic design through time – how artists reflect the thoughts of their time.</p>	<p>What does it mean to be thoughtful?</p> <p>Am I a thoughtful person? Why?</p> <p>How could I be more thoughtful?</p> <p>What does prayer mean to me?</p>
HONESTY	Natural Resources	<p>RE: Inspirational people of the Christian Faith and Muhammad (Islam)</p> <p>HIST: The Industrial Revolution – is history being honest?</p>	<p>Am I an honest person?</p> <p>Why is it important to be honest?</p> <p>How do other people show they are honest?</p> <p>Is history always honest/truthful? Does it matter?</p> <p>What is 'fake news'?</p> <p>Do we value honesty anymore?</p>
CURIOSITY	Space Exploration	<p>RE: Understanding opposing opinions - Christian & Humanist Values; finding out the teachings of the The Bible and the Qu'ran. Asking and answering big questions.</p> <p>SCI: Being curious in the world around you – exploring forces & magnets.</p> <p>HIST: Curiosity – how did it lead to space exploration?</p> <p>ART: Artists showed curiosity and defied conventions - Abstract art</p> <p>DT: how do pneumatic systems work?</p>	<p>Am I a curious person?</p> <p>What do I want to find out about?</p> <p>What are the big questions I want to ask?</p> <p>Who / what / where / when / why – what are the best questions to ask?</p>

Upper KEY STAGE 2 (Y5/6) – ‘digging deeper’ - complex values

VALUE	FOCUS	EMBEDDED in CURRICULUM	PERSONAL REFLECTION
PERSERVERANCE	Greek / Roman endeavors	<p>RE: people who show perseverance in The Torah and The Bible (Bible Heroes)</p> <p>SCI: Scientists who persevered – finding out about space and gravity</p> <p>HIST: Greek / roman achievements due to perseverance</p> <p>DT: Greek / Roman inventions and machinery</p>	<p>What is perseverance?</p> <p>Why is it important?</p> <p>How would life be different if people had not persevered in the past?</p>
GENEROSITY	Food & Farming	<p>RE: Gifts of food / sharing food - The Last Supper and Communion; Jewish Food Laws and Kosher Food</p> <p>GEOG: Land Use and economic activity / Trade links – is it fair?</p> <p>HIST: British colonies – The Empire and Commonwealth – did we show generosity to countries within the Empire?</p>	<p>What does it mean to be generous?</p> <p>How can I be more generous?</p> <p>What would change if everyone was more generous?</p>
EMPATHY	Modern Africa Ancient Egypt	<p>RE: Leaders & Teachers who show empathy - Jesus and Moses</p> <p>GEOG: developing our empathy for others – understanding life in modern Africa</p> <p>HIST: developing our empathy for the past – understanding Egyptian beliefs (e.g. after-life)</p>	<p>What is empathy?</p> <p>What is it important to show empathy?</p> <p>How can I show empathy?</p>

VALUE	FOCUS	EMBEDDED in CURRICULUM	PERSONAL REFLECTION
LOYALTY	Kings & Queens	<p>RE: Loyalty to God; following The Ten Commandments; Yom Kippur (Day of Atonement)</p> <p>SCI: family loyalty - Inheritance & blood lines</p> <p>HIST: Loyalty to the king / queen (and their faith)</p> <p>ART: Royal portraits – how artists showed loyalty through the portraits of the king / queen</p>	<p>What is loyalty? How do you show loyalty?</p> <p>Is it always right to be loyal?</p> <p>Why should you stand up for what is right?</p>
REFLECTION	Mayans	<p>RE: Why are some artefacts special? - Jewish Artefacts (Shema & Mezuzah; Tefillin & Prayer Shawl); reflecting on Christian Imagery – the story of Narnia</p> <p>SCI: using reflection in science - classifying living things; understanding adaptation and evolution</p> <p>GEOG: how is the South American landscape similar / different to our local landscape?</p> <p>HIST: reflecting on Mayan culture – how is it similar / different to other historic cultures we have learnt about?</p>	<p>Do I give myself time to reflect?</p> <p>Why is it important to have time / space to reflect?</p> <p>What helps me reflect / relax?</p> <p>What can I learn from reflecting on the past or different cultures / beliefs?</p>
TOLERANCE	Fairgrounds	<p>RE: Jesus showing tolerance; what the bible says about money / wealth; respecting differences in belief and practice - Jewish Shabbat; Expressing Spirituality in different ways</p> <p>SCI: Light / sound – sensory tolerance; understanding sensory differences (e.g. migraines, epilepsy, autism etc)</p> <p>HIST: History of fairgrounds and travelling communities – prejudice against travelling communities and importance of tolerance</p>	<p>What is the difference between tolerance and acceptance?</p> <p>Why should we accept people who are different from us?</p> <p>What would it be like if we were all the same?</p> <p>What is prejudice? What should I do if someone is showing prejudice?</p>