



PSHE/RSE Curriculum Map

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All year groups (EYFS follow Early Learning Goals)	Family & relationships	Health & Wellbeing	Safety & the changing body (RSE Unit)	Citizenship	Economic Wellbeing	Spirituality

British Values

EYFS

Personal and Social and Emotional Development		
Autumn Term	Spring Term	Summer Term
Self-regulation Children routinely recognise others' emotions and comfort/are sensitive to individual needs. Children know how to use social phrases within their play "Stop. I don't like that" "I'm feeling left out" "Please know how to we share?" Children understand that they have to wait for an adult or resource and know how to wait patiently. Children talk in detail about what they are going to do and what they will need Children know how to say "I have been/made..." I used ..." I am really proud of ..." children talk about improvements they have made Children know how to listen carefully and follow three step instructions. Children know how to listen to an adult and talk about what good listening is. Managing Self Children know how to talk about: - How to cross the road safely - Why a good night's sleep is important - Why we brush our teeth - How exercise affects our body - What foods are healthy for us. Children independently get changed for PE and know how to use buttons to get themselves dressed Children know how to put a painting apron on independently. Children know why we have rules and know how to explain what good behaviour is. Children know how to try different ways to solve a challenge. Children know how to say something they are proud of and talk about what they have learned (growth mindset focus) Building Relationships Children know how to listen to the views of others in play situations. Children respect others' ideas during play. Children routinely recognise others' emotions and comfort/are sensitive to individual needs.	Health and Hygiene Children know how to wash their hands independently. Children know how to manage their own toileting independently. Children know why we brush our teeth and begin to brush their teeth independently. Children begin to recognise what is meant by a healthy lifestyle (5 a day, 5 ways to wellbeing, picture books) Fine Motor Children know how to hold a knife and fork correctly Children know how to cut up food with a knife and fork independently.	Health and Hygiene Children know how to talk about: - How to cross the road safely - Why a good night's sleep is important - Screen time at home - Why we brush our teeth - How exercise affects our body - What foods are healthy for us.



PSHE – Family & Relationships

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	Lesson 1 To understand what families look like. Individual Liberty	Lesson 2 & 4 To begin to understand the importance and characteristics of positive friendships. To begin to understand how friendships can make us feel. Mutual Respect & Tolerance	Lesson 3 To recognise how others show feelings and how to respond. Mutual Respect & Tolerance	Lesson 5 & 6 To begin to understand that friendships can have problems but we can overcome them. To begin to understand that being friendly to others makes them feel welcome and included. Mutual Respect & Tolerance	Lesson 7 To begin to understand what is meant by a stereotype. Mutual Respect & Tolerance
Year 2	Lesson 1 & 2 To begin to understand the role of the family in their lives. Mutual Respect & Tolerance To begin to understand the range of families they may encounter now and in the future, Mutual Respect & Tolerance	Lesson 3 & 4 To recognise how others show feelings in different ways and how to respond. Mutual Respect & Tolerance To begin to understand that some friendships might make us feel unhappy and how to deal with this. Individual Liberty Mutual Respect & Tolerance	Lesson 5 To begin to understand the conventions of courtesy and manners. Individual Liberty Mutual Respect & Tolerance	Lesson 6 To begin to understand how loss and change can affect us. Individual Liberty	Lesson 7 To develop an understanding of stereotypes and how these might affect job/career choices. Individual Liberty
Year 3	Lesson 1 To understand that families love and support each other but sometimes problems can occur and help is available if needed. Mutual Respect & Tolerance	Lesson 2 & 3 To understand that friendships have ups and downs and that problems can be resolved. Mutual Respect & Tolerance To begin to understand the impact of bullying. Mutual Respect & Tolerance	Lesson 4 & 5 To listen and communicate effectively. Individual Liberty To understand why trust is an important part of positive relationships. Individual Liberty Mutual Respect & Tolerance	Lesson 6 To begin to understand the differences between people and why it is important to respect these differences. Individual Liberty Mutual Respect & Tolerance	Lesson 7 & 8 To recognise that stereotypes are present in everyday life. Individual Liberty Mutual Respect & Tolerance To recognise that stereotypes exist based on a number of factors. Mutual Respect & Tolerance
Year 4	Lesson 1 To develop an understanding of courtesy and manners in a range of situations. Individual Liberty Mutual Respect & Tolerance	Lesson 2 To begin to understand the physical and emotional boundaries in friendships. Individual Liberty Mutual Respect & Tolerance	Lesson 3 & 4 To understand that my behaviour can impact on others. Individual Liberty To understand the impact of bullying and the responsibility of bystanders to help. Individual Liberty	Lesson 5 & 6 To explore stereotypes in fictional characters and think about how these might influence us. Individual Liberty To recognise that stereotypes can relate to a number of factors. Individual Liberty Mutual Respect & Tolerance	Lesson 8 To explore how we can help following a bereavement. Individual Liberty
Year 5	Lesson 1 & 2 To understand how to form and maintain positive relationships. Individual Liberty To explore the ups and downs of friendships.	Lesson 3 To understand the concept of marriage. Individual Liberty Mutual Respect & Tolerance Rule of Law	Lesson 4 & 6 To begin to understand self-respect. Individual Liberty	Lesson 5 To understand that family relationships can sometimes make children feel unhappy and what they can do if this happens. Individual Liberty Mutual Respect & Tolerance	Lesson 7 & 8 To recognise how attitudes to gender have changed over time. Individual Liberty Mutual Respect & Tolerance



	Individual Liberty		To understand more about bullying and how to get help. Individual Liberty		To explore the impact of stereotypes and how they can lead to discrimination. Individual Liberty Mutual Respect & Tolerance
Year 6	Lesson 1 & 2 To understand what we mean by respect and why it is important. Individual Liberty Mutual Respect & Tolerance To understand that respect is two way and how we treat others is how we expect to be treated. Individual Liberty Mutual Respect & Tolerance	Lesson 3 To explore other peoples attitudes and ideas and begin to challenge these. Individual Liberty Mutual Respect & Tolerance	Lesson 4 To understand stereotypes and be able to share information on them. Individual Liberty Mutual Respect & Tolerance	Lesson 5 To resolve disputes and conflict through negotiation and compromise. Individual Liberty Mutual Respect & Tolerance	Lesson 6 To begin to understand the process and emotions relating to grief. Individual Liberty

Health & Wellbeing

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	Lesson 1 & 2 To describe feelings and develop simple strategies for managing them. Individual Liberty To recognise and celebrate their strengths and set simple but challenging goals. Individual Liberty	Lesson 3 & 4 To understand the benefits of physical activity and rest. Individual Liberty To know how to relax in different ways. Individual Liberty	Lesson 5 & 7 To begin to understand how germs are spread and how we can stop them spreading. Individual Liberty To begin to understand allergies. Individual Liberty	Lesson 6 To begin to understand the risks associated with the sun. Individual Liberty	Lesson 8 To understand that there are people in the local community who can help to keep us healthy. Individual Liberty
Year 2	Lesson 1 To describe a range of feelings and develop simple strategies for managing them. Individual Liberty	Lesson 2 To understand the benefits of physical activity. Individual Liberty	Lesson 3 & 5 To use breathing exercises to relax. Individual Liberty To identify strategies to help overcome barriers or manage difficult emotions. Individual Liberty	Lesson 4 To understand their strengths and set themselves achievable goals. Individual Liberty	Lesson 5 To understand what it means to have a healthy diet. Individual Liberty To understand ways of looking after our teeth. Individual Liberty
Year 3	Lesson 3 & 4 To understand the different aspects of my identity. Individual Liberty To identify my own strengths and begin to see how they can affect others. Individual Liberty	Lesson 5 To break down barriers into smaller, achievable goals. Individual Liberty	Lesson 6 To recognise when to give consent. Individual Liberty Rule of Law	Lesson 1 & 7 To understand and plan for a healthy lifestyle including physical activity, rest and diet. Individual Liberty	Lesson 2 To perform a range of relaxation stretches. Individual Liberty
Year 4	Lesson 7	Lesson 6 To understand a range of emotions.	Lesson 3	Lesson 4	Lesson 5



	To begin to understand what mental health is and who can help if I need it. Individual Liberty	Individual Liberty	To develop a growth mindset and understand that mistakes are useful. Individual Liberty	To identify my own strengths and begin to see how they can affect others. Individual Liberty Mutual Respect & Tolerance	To identify what's important to me and to take responsibility for my own happiness. Individual Liberty To understand what relaxation is Individual Liberty
Year 5	Lesson 4 To learn how to set short-term, medium-term and long-term goals. Individual Liberty	Lesson 5 To use vocabulary to describe their feelings and take responsibility for them. Individual Liberty	Lesson 3 To understand the purpose of failure. Individual Liberty	Lesson 1 & 2 To use yoga poses and breathing to relax. Individual Liberty To understand the benefits of sleep. Individual Liberty	Lesson 6 To understand and be able to plan healthy meals. Individual Liberty
Year 6	Lesson 3, 8 & 6 To understand and plan for a healthy lifestyle. Individual Liberty To understand what happens when we are ill and begin to understand when to seek support. Individual Liberty To understand ways that we help ourselves and others becoming ill. Individual Liberty	Lesson 4 & 7 To understand the potential impact of technology on physical and mental health. Individual Liberty To understand how habits can be good or bad for our health. Individual Liberty	Lesson 1 To identify long term goals and how to work towards them. Individual Liberty	Lesson 5 To reflect on skills they have developed to identify and respond to difficult situations. Individual Liberty	Lesson 2 To use mindfulness to manage emotions. Individual Liberty

Safety and the Changing Body

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	Lesson 1 & 2 To know how to respond to adults in a safe and familiar context. Mutual Respect & Tolerance To understand how to respond to adults in a range of situations. Mutual Respect & Tolerance	Lesson 3 & 4 To understand what to do if you get lost. Individual Liberty To know what an emergency is and how to make a phone call if needed. Individual Liberty	Lesson 5 & 8 To begin to understand the difference between acceptable and unacceptable physical contact. Individual Liberty To understand that there are people in the local community who help to keep us safe. Individual Liberty	Lesson 6 To begin to understand what is safe to put into or onto our bodies. Individual Liberty	Lesson 7 To understand that there are dangers at home and how these can be avoided. Individual Liberty
Year 2	Lesson 1 & 2 To understand what the internet is and how it can help us. Individual Liberty To understand how to stay safe when using the internet. Individual Liberty Rule of Law	Lesson 3 & 6 To begin to understand the difference between secrets and surprises. Individual Liberty To respect personal boundaries. Mutual Respect & Tolerance	Lesson 4 & 5 To begin to understand the concept of privacy and the correct vocabulary for body parts. Individual Liberty To understand safe and unsafe touches, Individual Liberty Mutual Respect & Tolerance	Lesson 7 & 8 To understand ways to keep safe on and near roads. Individual Liberty Rule of Law To understand ways to keep safe on and near roads. Individual Liberty Rule of Law	Lesson 9 To begin to understand how to stay safe with medicines. Individual Liberty Rule of Law



Year 3	Lesson 1 & 2 To understand the role I can take in an emergency situation. Individual Liberty Mutual Respect & Tolerance To understand how to help id someone has been stung or bitten. Individual Liberty Mutual Respect & Tolerance	Lesson 3, 4 & 5 To understand the importance of being kind online and what this looks like. Individual Liberty Mutual Respect & Tolerance To understand that cyberbullying involves being unkind online. Individual Liberty Mutual Respect & Tolerance Rule of Law To understand that not all emails are genuine. Individual Liberty Mutual Respect & Tolerance	Rule of Law Lesson 6 To understand the choices people can make and those which are made by others. Individual Liberty Mutual Respect & Tolerance	Lesson 7 To begin to recognise who and what can influence our decisions. Individual Liberty Mutual Respect & Tolerance	Lesson 8 To develop an understanding of safety on or near roads. Individual Liberty Mutual Respect & Tolerance Rule of Law
Year 4	Lesson 1, 2 & 5 To understand that age restrictions are designed to protect us. Rule of Law To understand the benefits and risks of sharing material online. Individual Liberty Mutual Respect & Tolerance Rule of Law To understand that not all information on search engines is valuable. Individual Liberty	Lesson 4 To develop an understanding of privacy and the difference between secrets and surprises. Individual Liberty Mutual Respect & Tolerance Rule of Law	Lesson 6 To recognise that change is part of growing up. Individual Liberty	Lesson 7 To recognise the physical differences between children and adults. Individual Liberty	Lesson 3 & 8 To understand how to help someone with asthma. Individual Liberty Mutual Respect & Tolerance To begin to understand the risks of smoking and the benefits of being a non-smoker. Individual Liberty Mutual Respect & Tolerance
Year 5	Lesson 1 & 2 To begin to understand some issues related to friendships including the impact of their actions. Individual Liberty Mutual Respect & Tolerance To learn about staying safe online. Individual Liberty Mutual Respect & Tolerance Rule of Law	Lesson 3 To understand the physical changes during puberty. Individual Liberty	Lesson 4 To understand the menstrual cycle Individual Liberty	Lesson 5 To understand emotional changes during puberty. Individual Liberty	Lesson 6 & 7 To understand how to help someone who is bleeding. Individual Liberty Mutual Respect & Tolerance To begin to understand the influence others have on us and how we can make our own decisions. Individual Liberty Mutual Respect & Tolerance
Year 6	Lesson 2 & 3 To learn to become a discerning consumer of information online. Individual Liberty Mutual Respect & Tolerance Rule of Law	Lesson 4 To understand the physical and emotional changes of puberty. Individual Liberty	Lesson 5 To learn about conception (parents have the right to withdraw their child from this lesson) Individual Liberty	Lesson 6 To understand the development of the baby during pregnancy. Individual Liberty	Lesson 1, 7 & 8 To begin to understand the risks of alcohol. Individual Liberty To understand how to help someone who is choking.



	To understand that online relationships should be treated in the same way as face to face relationships. Individual Liberty Mutual Respect & Tolerance				Individual Liberty To understand how to help someone who is unresponsive. Individual Liberty
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Citizenship

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	Lesson 1 & 6 To begin to understand the importance of rules. Rule of Law To begin to understand how democracy works. Democracy	Lesson 2 To understand that animals have different needs and how to care for them. Rule of Law	Lesson 3 To begin to understand the needs of babies and young children. Rule of Law	Lesson 4 To recognise ways in which we are the same and different to other people. Individual Liberty Mutual Respect & Tolerance	Lesson 5 To understand the range of groups people belong to. Individual Liberty Mutual Respect & Tolerance
Year 2	Lesson 1 To understand the importance of rules. Rule of Law	Lesson 2 To understand ways to look after the school environment. Rule of Law	Lesson 3 To recognise the role people play in looking after the environment. Rule of Law	Lesson 4 & 5 To begin to understand the roles people have in the community. Rule of Law Democracy To recognise similarities and differences between people in the local community. Individual Liberty Mutual Respect & Tolerance	Lesson 6 & 7 To begin to understand how democracy works in school. Democracy To understand ways to share an opinion. Individual Liberty Democracy
Year 3	Lesson 1 & 2 To begin to understand the UN convention of the rights of the child. Rule of Law Individual Liberty To understand the responsibilities of both children and adults to help all children benefit from their rights. Individual Liberty Mutual Respect & Tolerance Rule of Law	Lesson 3 & 4 To understand the environmental benefits of recycling. Rule of Law To understand the groups which make up the community. Rule of Law	Lesson 5 To understand that charities care for others and how people can support them. Mutual Respect & Tolerance	Lesson 6 To begin to understand how democracy works in the local area. Democracy	Lesson 7 To understand why we have rules and the consequences of breaking rules at school and home. Rule of Law
Year 4	Lesson 1 To begin to understand the Human Rights convention Individual Liberty Mutual Respect & Tolerance Rule of Law	Lesson 2 To understand how reusing items benefit the environment. Mutual Respect & Tolerance	Lesson 3 & 4 To understand the role of groups in the wider community. Rule of Law To understand the contribution groups make to a community, Individual Liberty	Lesson 5 To understand the value of diversity in a community. Mutual Respect & Tolerance	Lesson 6 To develop an understanding of the role of local government. Rule of Law Democracy



Year 5	Lesson 1 & 5 To begin to understand what happens when the law is broken. Rule of Law To recognise the role of pressure groups, Rule of Law	Lesson 2 To explore the links between rights and responsibilities. Individual Liberty Rule of Law	Mutual Respect & Tolerance Lesson 3 To understand how reducing our use of materials and energy will help the environment. Rule of Law	Lesson 4 To understand how we recognise and value the contribution people make to the community. Mutual Respect & Tolerance	Lesson 6 To begin to understand how parliament works. Democracy
Year 6	Lesson 1 To understand human rights including the right to education. Individual Liberty Mutual Respect & Tolerance Rule of Law	Lesson 2 To understand some environmental issues relating to food and food production. Rule of Law	Lesson 3 & 4 To understand how to show care and concern for others. Individual Liberty Mutual Respect & Tolerance To recognise prejudice and discrimination and learn how this can be challenged. Mutual Respect & Tolerance	Lesson 5 To understand diversity and the value different people bring to a community. Mutual Respect & Tolerance	Lesson 6 To begin to understand how government works. Democracy

Economic Wellbeing

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	Lesson 1 To discover what money is and how it helps us. Individual Liberty Rule of Law	Lesson 2 To consider ways to keep coins safe. Individual Liberty Rule of Law	Lesson 3 To recognise the purpose of banks and building societies. Individual Liberty Rule of Law	Lesson 4 To begin to understand the differences between spending and saving money. Individual Liberty Rule of Law	Lesson 5 & 6 To identify the different job roles adults have in school. Individual Liberty Rule of Law To identify and describe different jobs. Individual Liberty Rule of Law
Year 2	Lesson 1 To explore the ways people receive money. Rule of Law	Lesson 2 & 3 To identify basic needs essential for healthy growth. Individual Liberty Rule of Law To consider how people decide what they want. Individual Liberty Rule of Law	Lesson 4 To explore how bank accounts and cards help with managing money. Individual Liberty Rule of Law	Lesson 5 To identify my skills and talents. Individual Liberty	Lesson 6 To describe how to make others feel included. Mutual Respect & Tolerance
Year 3	Lesson 1 & 2 To understand the different ways to pay for things and why people might choose them. Individual Liberty Rule of Law	Lesson 3 To recognise that money has an impact on how we feel. Individual Liberty Rule of Law	Lesson 4 To begin to recognise how ethics can influence our spending decisions. Individual Liberty Rule of Law	Lesson 5 To understand that there are a range of jobs available and to think about what job they might want to do. Individual Liberty	Lesson 6 To understand that there are stereotypes in the workplace and these should not limit people's career aspirations. Individual Liberty Mutual Respect & Tolerance



	To understand how to put together a budget. Individual Liberty Rule of Law				Rule of Law
Year 4	Lesson 1 To recognise factors influencing value for money. Individual Liberty Rule of Law	Lesson 2 To understand the importance of monitoring money. Individual Liberty Rule of Law	Lesson 3 To describe different ways of keeping money safe. Individual Liberty Rule of Law	Lesson 4 & 5 To understand how different factors can influence career choices. Individual Liberty Rule of Law To explain why people can have more than one career in their life. Individual Liberty Rule of Law	Lesson 6 To identify and challenge stereotyping in the workplace. Individual Liberty Mutual Respect & Tolerance Rule of Law
Year 5	Lesson 1 & 2 To prioritise needs over wants Individual Liberty To create a weekly budget. Individual Liberty Rule of Law	Lesson 3 To identify the significance of borrowing and loaning money. Individual Liberty Rule of Law	Lesson 4 To examine the risks associated with handling money online. Individual Liberty Rule of Law	Lesson 5 To identify and challenge stereotyping in the workplace. Individual Liberty Rule of Law	Lesson 6 To explore how personal interests and skills align with different careers. Individual Liberty
Year 6	Lesson 1 & 2 To identify feelings around money and discuss their impact. Individual Liberty Rule of Law To recognise how to safeguard money in digital and physical environments. Individual Liberty Rule of Law	Lesson 3 To identify how money-related matters develop at secondary school. Individual Liberty Rule of Law	Lesson 4 To recognise the risks of gambling. Individual Liberty Rule of Law	Lesson 5 To explore how different careers operate in a workplace. Individual Liberty Rule of Law	Lesson 6 To explore different career routes and their requirements. Individual Liberty Rule of Law

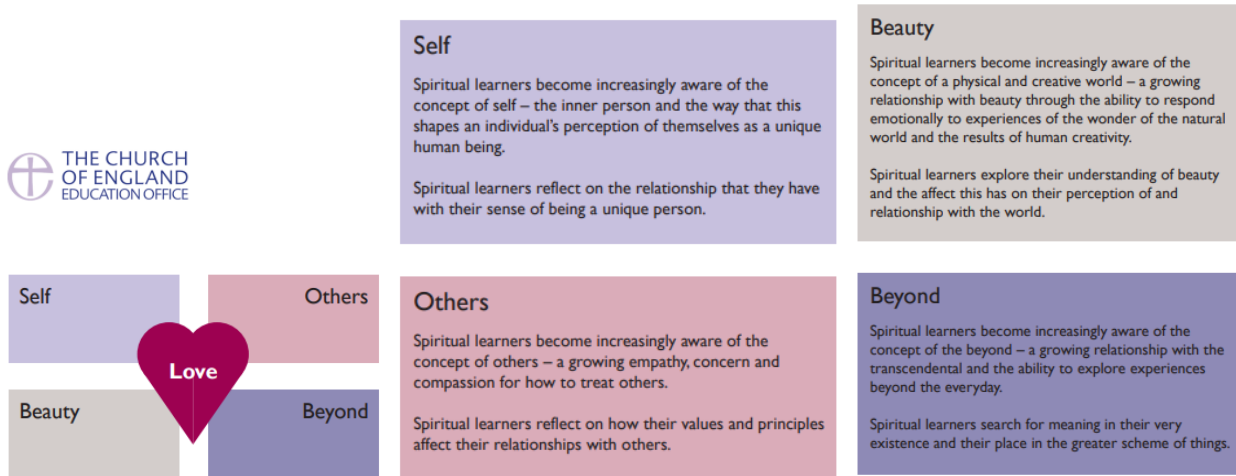


SMSC

This term will focus on Spirituality.

Individual Liberty

Mutual Respect & Tolerance



Each lesson will have a question to consider and explore. The activities are suggestions only, please feel free to amend and change them if you'd like to.

	Week 1 Self	Week 2 Others	Week 3 Beyond	Week 4 Beauty	Week 5 Love
Year 1	Introduce Spirituality What makes you happy? Create a picture of what makes you happy and share it with the class	How can we be kind to people? Create a kindness chart.	What do you think happens when you wish upon a star? Make a start wand and write down a wish on a piece of paper.	What is the most beautiful thing you have ever seen? Bring in something or create something and explain why its beautiful.	How do you show your family that you love them? Make a card or a small gift to show love to a family member.
Year 2	Introduce Spirituality What makes you special? Create a 'Me' poster	How can we help someone who is feeling sad? Role play some scenarios and brainstorm ways to help them feel better.	What do you think is in the sky beyond the clouds? Paint/create a picture and use your imagination of what might be beyond the clouds.	How do flowers make you feel? Go on a nature walk, make a class bouquet/flower garden.	Why is it important to say 'I love you?' Make a list of people and why you would say these words to them.
Year 3	Introduce Spirituality What are you good at? Write/draw examples of what you are good at.	What makes a good friend? Create a good friend checklist.	Where do you think dreams come from? Draw/paint a dream you had and share where you think it came from.	Why do you think people like to look at the stars? Create a starry night scene.	How do you feel when someone gives you a hug? Write a short poem about how hugs make you feel.



Year 4	Introduce Spirituality How do you feel when you achieve something new? Write a diary entry about a time you achieved something and how it made you feel.	How can you show respect to people who are different from us? Create a poster that celebrate diversity and different ways to show respect.	What do you think happens after the rain stops? Paint a picture to show what happens after the rain (puddles, rainbows, the sun coming out...)	How does listening to music make you feel? Listen to some different styles of music and draw how each piece makes you feel.	What are some of the ways you can show love without using words? Create a chart of non-verbal ways to show love.
Year 5	Introduce Spirituality What is something you believe strongly? Write a persuasive letter about something you believe in and share it with the class.	How can we make our community a better place? Plan a small community project as a class.	What do you think is the purpose of life? Create a class mural to represent everyone's ideas.	What makes a piece of art beautiful to you? Look at/bring in or create a piece of art that you find beautiful and explain why.	How do you know if someone loves you? Write down a time when you felt loved.
Year 6	Introduce Spirituality What does it mean to be true to yourself? Create a vision board that represents you.	How can conflicts be resolved effectively? Discuss conflicts and how they can be different with possible solutions.	What do you think about when you look at the night sky? Write a reflection for yourself and share with each other.	How does nature inspire creativity? Spend time outside creating art from nature.	What is it important to love yourself? Write a letter to yourself highlighting your positive qualities and the things you love about yourself.

Spirituality is the act of being fully human by discovering and revealing ourselves through love. We realise this through the personal stories that hold meaning for us and help us to become who we are. The more that we explore these and therefore journey to this land of the spirit, the more natural it becomes.

Moving to the land of the spirit: I struggled for many years to understand how to 'inspect' spirituality as an inspector and how to work with schools as a consultant to help them develop spirituality. How could I make inspection judgements or offer support if I didn't have a coherent interpretation of what spirituality meant in the context of a Church school. The answer was to reflect on what I had heard from listening to the many thousands of children I have heard talking about spirituality during my work. I found that children expressed their spirituality largely through telling stories and that these stories had definite themes. They related stories about their personal experiences, stories that related to their engagement with others, stories that spoke about beauty and then those that tackled the transcendent questions of meaning and purpose. Simply relaying these stories did not themselves create a sense of spiritual expression. However, providing the time and opportunity for children to relive their stories and reflect on why they were valuable to them, did allow them to express an emotional reaction to them. The ability to live the emotion again, in the retelling of a significant story, provided the means for children to move in their minds to the land of the spirit. I believe at the heart of the vast majority of the stories that children need to tell, is love. I was interested in the extent to which schools give children the time for opportunities to tell their stories and listen to those of others: the opportunity for children to learn from their shared stories that have value. A framework for spirituality From listening to children talk about spirituality through their stories, they focus on four aspects: self, others, beauty and questions about something beyond the country of the body.

Andrew Rickett: The Red Kite: Telling the Story Self Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person. Others Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others. There is nothing yet however, that connects the four areas together. But when listening carefully to what people say when they share their views about spirituality, one concept is described more often than others. That connecting idea is 'relationships'. We describe a relationship with ourselves: we talk about self-identity, we talk of knowing ourselves. The real 'me' is not the colour of my hair or what I wear or what I do. These things belong in the country of the body and, however much they help to create 'me', they don't capture the essence of what makes me act and the choices that I make. We describe a relationship with others: we talk of our feelings towards others we know but also of the recognition that we are bound to people whom we have never met. It is that wider connection, that deepens our humanity. We are only fully human through our relationship with other people. We describe a relationship with beauty: we talk of stunning views, stirring words, art that compels us, music that consoles us. Children and adults have a broad capacity to respond to beauty, but we have to ensure that when children are given these experiences, they explore these for themselves to find their own point of meaning and significance. We describe a relationship with the beyond: This is the hardest aspect to articulate, mainly because there is nothing tangible to hold on to. However, children can have a growing awareness of their place in the world and a



sense that life has a process. If children or adults do mention God in relation to any of the four aspects, then they most commonly include it in this 'box'. One of the things that we need to do is take God out of this box and ensure that he is equally apparent throughout each aspect. Each of the four aspects is not mutually exclusive. They inevitably intertwine and overlap with each other. The concept of a relationship implies that an emotional response is involved. For example, there may be a special plant in my garden which has significance for me and which is a thing of great beauty. My relationship with that plant is for its physical beauty but also because of the story of its value – it may for example, have been planted on a wedding day. The plant has a greater significance for the wider associations and value which I have accorded it and so I have a deeper connection with it. The heart of the relationship with the plant in my garden is love. So, it is relationships that bind each of the four aspects together and can be seen at the heart. What connects them is love. Beauty Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding of beauty and the affect this has on their perception of and relationship with the world. Beyond Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things. Self Others Beauty Beyond When I work with children and adults exploring spirituality, I ask them to reflect on which of the four aspects they are referring to as they share their thoughts. Human beings are storytellers. We tell stories to each other all the time and in every situation. We tell stories about ourselves, others, the world around us and sometimes, our thoughts about things that are intangible. The plumber doesn't need to know the story I tell him about how I found the leak at 3.00am in the morning, but I tell him nonetheless. The car breakdown service doesn't need to know the story of why I am in this place at this time, but I tell him. Telling stories give our lives context, helps us make sense and allows us to establish a relationship. We can empathise with each other: yes, I have had the same sort of leak in the plumbing! But stories have greater meaning than this. People perceive and changes through the mind and not the physical. It is through the land of the spirit that we relate our existence and make sense of the world around us. It is human nature to try and make sense of the world around us and, as storytellers, assume that everything has meaning by giving it a narrative. We all have a personal narrative through which we give our lives a sense of meaning. The stories that we tell about ourselves reflect the person we are. These stories are significant because they have helped shape who we are and give a sense of identity. We all have these significant stories. They are stories from which we have learnt and very probably have changed us in some way. At the heart of many of these stories is love. However, we rarely tell these stories, or take time to listen to others tell them or, more concernedly, encourage children to rehearse them and learn from them. They are often shut down and in closing them down, we forget we have them. Here is an example. I call it the red kite story: A year four class was asked to think about an important place as part of a religious education lesson. One child described her holiday on a beach flying a red kite. That was all the child was asked to tell, it was enough to fulfil the lesson objective. She could say where the significant place was. However, as the lesson moved on, the child was still on the beach in her mind. You could tell by watching her. Later, I asked her if she would tell me. The child began to come alive as she described how a strong wind was blowing her red kite and making her afraid that she would take off. It was pulling her along. Then she felt her father's arms around her, holding her tight. The story is not about a special place, or the red kite, or the wind or a holiday, though these are all important elements in the whole. At heart, the story is about the child recognising and cherishing the love of her father as he protects her and being given the opportunity to relive that love again. But her story wasn't allowed to be heard. It was only when she was talking about her father, did it dawn on her that that was the essence of her story. She discovered it for herself, but only in the retelling. It was in having that time to reflect that her understanding transformed. I didn't have to do anything, I just listened to her talk. How many red kite stories do we shut down or just not give children the chance to tell? What value do we put on giving children the time to listen to each other's' stories and learn from them? Her story was about a relationship: of course, the red kite and wind were part of that, but at its heart was love for others and a growing understanding of self and place. We learn from stories. In Church schools, we tell stories with messages to children all the time. The Bible is full of stories that Jesus told. We often tell children what the message is that they need to learn from those stories. But children, and adults, have their own stories too. We need to let them be heard and learn from each other as in so doing, we can move to the land of the spirit. Metaphorically speaking When children are asked to explain something intangible, they use the language of metaphors, even though they may not have been taught them in school yet! They use them instinctively. Susan Sontag²⁰, in her essay on metaphors, explains how their figurative language sharpens rather than blunts accuracy in evoking and explaining. She makes the point that research often emphasises what learning can do for us. It has lost the exploration of what learning does to us.

What do 'British values' mean?

According to DfE, 'fundamental British values' comprise:

- democracy
- the rule of law



- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

British values refer to a set of principles that are considered integral to life in the United Kingdom, fostering a safe and inclusive society.

- Democracy:** The belief that everyone has a voice and the right to participate in the democratic process.
- The Rule of Law:** The importance of law in governing society and the belief that laws should apply equally to everyone.
- Individual Liberty:** Supporting the freedom of individuals to enjoy their personal rights and freedoms without infringing on the rights of others.
- Mutual Respect and Tolerance:** Encouraging an attitude of mutual respect and tolerance towards those with different faiths, beliefs, and lifestyles.