

PRIDE Values Progression Priory Junior School

Aim: This progression map shows the depth and scope of which our values are integrated into our curriculum (our golden thread).

Key Areas of learning for a PRIDE Values-based curriculum					
We LEARN with PRIDE					
L Life-long	<ul style="list-style-type: none"> We aim to make knowledge memorable. Not just for now but for life! We aim to give our children first hand experiences which they can remember and use for the rest of their lives. We want our curriculum to be real and prepare our children to be positive citizens who make a helpful contribution to society 				
E Enquiry-based	<ul style="list-style-type: none"> We encourage our children to be curious and ask questions to explore their learning. We promote the importance of being critical thinkers and sharing our opinions with others. We want our children to articulate their answers and use reasoning skills to explore unfamiliar problems. 				
A Aspiring	<ul style="list-style-type: none"> We believe our curriculum should be empowering, giving the children the confidence and self-belief to achieve their goals. We want our children to take risks in order to push boundaries and break barriers down. Our curriculum is based around challenge for all. It should inspire ALL children to set high expectations for themselves and work towards meeting and even exceeding them. 				
R Relevant	<ul style="list-style-type: none"> Our curriculum aims to be modern, engaging and reflective of real-life issues. It reflects our Priory community, Gedling community and the wider country. We aim to celebrate individual skills, tailoring learning to build on the children's unique talents. 				
N Nurturing	<ul style="list-style-type: none"> Our curriculum aims to be accessible for all children. We provide support and interventions, both academically and emotionally, to ensure ALL children can access their learning. We aim to encourage our children to be peaceful and show the importance of equality in order to prepare them to be considerate citizens. We value the importance of a curriculum where we celebrate unique, inspiring individuals. 				
PEACE		RESPECT	INDEPENDENCE	DETERMINATION	EQUALITY

Sticky knowledge = taken from the RSHE curriculum *Italics* = Skills (Know how to...)

PEACE				
	Year 3	Year 4	Year 5	Year 6

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Themes within	<p>Know the definition of peace. Know how I can keep the peace at school and at home. Know how I can be a good friend. Know what makes a community. Know what my wellbeing is.</p>	<p>Know how I keep calm. Know which zones are peaceful and why. Know how to manage my feelings. Know the difference between peace and power. Know that there are some different symbols or songs to show peace</p>	<p>Know how to help others feel calm. Know that some people may feel more powerful than others. Know how democracy helps keep the peace. Know how people can feel inner peace linked to their identity. Know that money can help or hinder peace. Know where laws come from and how they help peace.</p>	<p>Know about peace on a global scale. Know about peace in the past and present. Discuss that peace might look different in the future. Know how to keep my wellbeing peaceful. Know my moral values of peace. Know how peace can lead to economic growth. Know about WW2 peace attempts e.g football.</p>
Vocabulary	<p>conflict content resolution consent freedom community forgiveness friendship loyalty well-being kindness</p>	<p>compassion fairness fear violence gratefulness dreams unity harmony</p>	<p>influence protest power inner peace cohesion law identity stereotypes justice democracy</p>	<p>virtue spirituality intrinsically valuable freedom from disturbance tranquillity violence hostility psychological peace lawfulness morality common good</p>

RESPECT				
	Year 3	Year 4	Year 5	Year 6
Themes within	<p>Know how we can show respect for ourselves (body / health/ mind). Know why we should keep active and sleep well. Know what families are like.</p>	<p>Know how to treat each other with respect. Know how our choices make a difference to others and the environment.</p>	<p>Know what makes up a person's identity. Know different ways to show respect for people, places, and things.</p>	<p>Know how we can keep healthy as we grow older. Know how the media influence people. Know how people can influence others. Know how to keep safe regarding influence.</p>
Vo ca	<p>beauty consent</p>	<p>admiration achievement</p>	<p>discrimination identity</p>	<p>attentiveness influence</p>

	consequences duty trust truth thoughtfulness	sustainability consideration	judgement	media adversity regard acclaim
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INDEPENDENCE

	Year 3	Year 4	Year 5	Year 6
Themes within	Know what keeps us safe. Know about human rights. Know that we feel different emotions, and we are responsible for them (zones).	Know how we can grow and change during puberty. Know how we can manage risk in different places. Know that we make sacrifices in life.	Know what decisions people can make with money. Know how we can help in an accident or emergency. Know how we can communicate with friends safely. Know how people can be influenced by drugs and the affects they can have. Know how drugs common to everyday life can affect health. Know how to be responsible, safe young people (DART).	Know how we can prepare for media influences as we grow older. Know about the different changes that occur as we become more independent. Know further changes that can happen to our bodies as we grow older. Know how friendships and relationships change as we grow. Know how babies are conceived and cared for. Know the strengths of leaders
Vocabulary	trust safe consent rights	change choice sacrifices	communication influence self-reliance	transformation wisdom stewardship leadership self-sufficient

DETERMINATION

	Year 3	Year 4	Year 5	Year 6
Themes within	Know that I have dreams for my future.	Know what strengths, skills and interests we have. Know that strengths can be weaknesses and weaknesses can be strengths. Know that responsibilities are based effort, trust and determination.	Know that people can have different jobs in their life. Know that I can have any job that I aspire to.	Know how to be resilient when faced with adversity. Know that setbacks are normal. Know that with new responsibilities comes new challenges. Explore whether success means you need to fit in.

Vocabulary	<p>dreams goals creativity values resolve resilience will power</p>	<p>esteem individuality responsibility power passion weakness strength</p>	<p>failure hardship misfortune perseverance aspiration</p>	<p>adversity tribulation courageousness boldness transition persistence Dunkirk spirit</p>

EQUALITY				
	Year 3	Year 4	Year 5	Year 6
Themes within	<p>Know and explore at least 3 of the protected characteristics. Know that we are all unique in different ways. Know that our differences should be celebrated. Know what makes us feel special. Know some of the fundamental British Values.</p>	<p>Know what segregation is and if it still happens today (Martin Luther King). Know and explore at least 4 of the protected characteristics. Know most of the fundamental British Values.</p>	<p>Know what it means to challenge stereotypes. Know and explore at least 5 of the protected characteristics. Know the majority of the fundamental British Values.</p>	<p>Know about genocide. Know and explore most 5+ of the protected characteristics including same sex relationships and gender reassignment, LGBTQ+. Know the difference between equity and equality. Know all of the fundamental British Values.</p>
Vocabulary	<p>rights difference celebrate racism unique belief belonging faith protected characteristics fundamental British Values</p>	<p>segregation individuality passion sacrifices protest racism fairness equal opportunities</p>	<p>integration free will prejudice diversity tradition disablist gender</p>	<p>oppression genocide persecution class wealth poverty reform sexism justness equity gender reassignment sexual orientation</p>