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| Courage | | | | Carefulness | | | |
| EY | JP | UP | HS | EY | JP | UP | HS |
| Taking risks.  Building relationships.  Social skills.  Learning new skills.  Transitioning to school.  Trying new things.  Boundaries.  Making good choices. | Making positive relationships.  Making good choices.  Trying to new things  Sticking up for a friend | Making positive relationships.  Making good choices.  Sharing wisdom with others.  Having the courage to help others make the right choices | Making positive relationships.  Choosing career paths.  Positive role models.  Standing up for what's right.  Making good  Choices. | With materials EG. Plastic vs  glass.  Risk-taking  e.g outdoor play.  Looking after?? WorldArrow Right outline respect  -Ourselves.  -Others.  -World.  -Belongings.  Wisdom in making choices.  Language and communication with others.  Supported reflection  Explaining thoughts and feelings.  Decision making | Wider view  -focus on others.  Greater independence.  Greater responsibilities.  Less scaffolded reflection.  What is the classroom culture we want to set? | Rules that extend beyond the classroom.  What is the example we are setting?  Leaders/ role models.  Increased Accountability.  Technology safety.  Self-checking.  Are we sharing truth?  How my choices  impact others.  Problem solving. | Choice of text. Is this text beneficial?  Boldness/ strength to stand up for  beliefs.  Reflecting on sources of information  Judging the information, we have gathered.  Reflecting on how thinking can change. |

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| Tenacity | | | | Fairmindedness | | | |
| EY | JP | UP | HS | EY | JP | UP | HS |
| Help each other by using encouraging words.  Talk about different ideas to solve problems.  Sharing ideas to help problem solve.  Showing others how we don't give up.  Showing others how we persevere.  Helping each other to complete tasks.  Choose to try to do our best, not settling for near enough is good enough. | Help each other by using encouraging words.  Talk about different ideas to solve problems.  Sharing ideas to help problem solve.  Showing others how we don't give up.  Showing others how we persevere.  Helping each other to complete tasks.  Choose to try to do our best, not settling for near enough is good enough. | Moving out of our natural comfort zone  Helping others to remain focused and to keep on going  Reflecting on my perseverance in an activity  Reflecting on my choices  Within group work, acting as a leader and demonstrating tenacity |  | Sharing  Taking turns  Including others  Listening to the words and teachers' ideas along with their own  Moving from a self-focus to considering the needs and thoughts of others. | Allowing others to go first  Ensuring that all are included  Listening to other points of view | Restoration and allowing others to have a new start  Resilient attitude  Listening to other points of view  Learning to listen to a point of view or advice and then turning to the Bible to decide on the truth in that advice |  |

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| Honesty | | | | Humility | | | |
| EY | JP | UP | HS | EY | JP | UP | HS |
| Taking responsibility.  Owning mistakes as part of learning.  It's ok to make mistakes.  Building trust.  Not overreacting.  Building a vocab around feelings.  Valuing the truth and honesty. | We are investigating.  Gathering facts.  Seeing others' points of view.  Solving problems.  Restorative justice.  Teaching integrity.  Defining honesty and the truth.  Normalising imperfection.  Modelling following through means what we say | Valuing emotional safety.  Vulnerability valued.  It takes courage to be open and honest.  Encouraging honesty.  Learn that it's not about punishment but solving issues with honesty and integrity | Being honest, when owning  -motivations  -intentions  -fears  around their actions.  Reflecting so we can do better  Culture of honesty | Others focused.  Teamwork.  Sharing.  Listening to others.  Celebrating others' successes e.g. when siblings have to have a present as well.  Activity - show what humility looks like\ or doesn't look like.  How did Jesus show humility?  Service learning class jobs. | Others focused.  Teamwork.  Sharing.  Learning different roles,  one isn't better than another.  Listen to others and respond.  Why success should be celebrated,  who should be the focus of attention.  Activity - show what humility looks like\ or doesn't look like.  Acts of service | Others focused.  Teamwork.  Sharing.  Valuing others' gifts in their roles.  Building on others' points of view.  Language for discussion.  Independently looking for ways to celebrate the achievement of others.  Activity - show what humility looks like \ or doesn't look like.  How did Jesus respond to others? Intellectual respect for others' viewpoints. | Others focused.  Teamwork.  Sharing.  Developing and highlighting and appreciating other roles in people.  Listen to others and clarify your own thoughts.  Realise you don't hold all the knowledge.  Ways of challenging others' ideas respectfully.  Compare/contrast the world perspective of achievement/success compared to God's view.  Activity - show what humility looks like\ or doesn't look like. |

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| Generosity | | | | Curiosity | | | |
| EY | JP | UP | HS | EY | JP | UP | HS |
| Sharing toys in play  Sharing their space.  Sharing their favourite dress-up. | Giving their stuff for peers to share and use.  Modelling and acknowledging when students show generosity. | In our leadership lessons, encourage students to develop initiatives to show generosity at school and in the community.  Allowing students to have the autonomy to come up with initiatives. | Modelling generosity to the school community  Being involved in giving up something of value to them for people less fortunate EG homelessness drives. | Wonderment  Inquisitiveness  Discovery learning  Providing opportunities to tap into their desire to learn | Exposing students to ideas in learning but not providing all of the information creates a desire to know more  Exploring deep concepts | Exposing students to ideas in learning but not providing all of the information creates a desire to know more  Exploring deep concepts |  |