

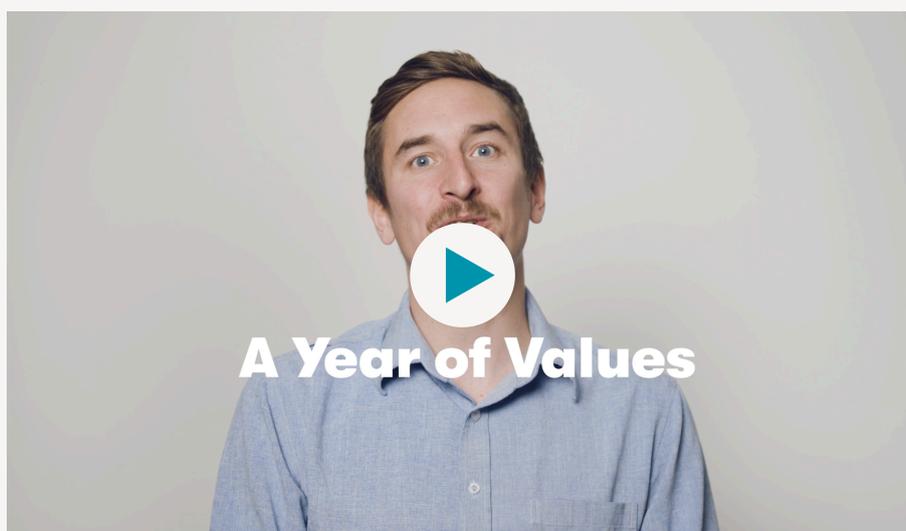


## Introduction: Why a Year of Values?

Schools are increasingly asked to support young people not only to achieve academically, but to also develop the personal, social and ethical capacities needed to navigate a complex and fast-changing world. This includes emotional wellbeing, respectful relationships, resilience, inclusion, responsibility, active citizenship and more.

At the same time, teachers and leaders are under pressure to ensure that all provision is purposeful, coherent and curriculum-relevant, rather than perceived as an 'add-on'.

Lyfta's Year of Values programme responds directly to this challenge. It offers a structured, story-led course that supports pupils' personal development while aligning clearly with PSHE, Citizenship, and wider whole-school values. It is not a replacement for statutory provision, but a values-rich, pedagogically distinctive complement that deepens learning where reflection, dialogue and lived experience matter most.



Click the play button to access the video, or this link:  
<https://vimeo.com/1078630780?ts=0&share=copy>

## What is the Year of Values?

The Year of Values is a 36-lesson programme, organised into six units - one per half term ([see Appendix A for more details and links to each unit and lesson](#)):

1. Respect and Inclusion - identity, belonging, diversity, fairness and recognising the value of all.
2. Compassion and Empathy - emotional literacy, perspective-taking, kindness in action and community awareness.
3. Courage and Resilience - moral courage, overcoming adversity, standing up for others and emotional strength.
4. Perseverance and Growth - growth mindset, learning from mistakes, determination and long-term effort.
5. Stewardship and Responsibility - environmental care, community responsibility, ethical decision-making and sustainability.
6. Aspiration and Gratitude - goal-setting, purpose, hope, recognising opportunity and appreciation of others.

Across the year, pupils encounter people from diverse cultures, communities and environments around the world. Through exploring their lives, choices and challenges, pupils are supported to develop empathy, curiosity and a growing awareness of their place in the wider world.

The Year of Values complements existing provision in PSHE, Citizenship and wider curriculum areas, offering depth, coherence and meaningful reflection rather than additional content coverage.



## Programme structure and lesson design

In the Primary Year of Values, learning is structured around storyworlds - immersive digital spaces built around real people and the places that matter to them.

Each unit is delivered over six lessons, typically organised into paired sessions, where each storyworld is explored across two lessons:

- Lesson 1: Exploration and first encounters
- Lesson 2: Film viewing, discussion and reflection

This rhythm supports pupil confidence, familiarity and engagement, while allowing teachers to focus on depth of discussion.

A typical KS2 lesson includes:

- a short opening discussion or recap
- guided exploration of places, images or 360° scenes
- structured questions to support observation and inference
- shared reflection linking the story to pupils' own lives

Rather than giving fixed definitions, lessons encourage pupils to:

- notice how values are lived out in everyday actions
- ask questions and make connections
- reflect on choices, responsibilities and care for others

The approach supports inclusive participation and allows pupils to develop understanding gradually, through experience and dialogue.



## Year of Values: Curriculum Links Overview

Year of Values Unit	PSHE (Health & Wellbeing)	PSHE (Relationships)	PSHE (Living in the Wider World)	Citizenship KS2
Respect and Inclusion	Self-awareness, identity, recognising strengths	Respectful relationships, valuing difference, anti-bullying	Diversity, equality, community belonging	Understanding rules, fairness, democracy
Compassion and Empathy	Emotional literacy, managing feelings	Empathy, kindness, resolving conflict	Community responsibility	Active participation in community life
Courage and Resilience	Coping strategies, resilience, mental wellbeing	Standing up for others, peer influence	Moral decision-making	Justice and fairness
Perseverance and Growth	Growth mindset, goal-setting	Collaboration and teamwork	Enterprise and aspiration	Participation and contribution
Stewardship and Responsibility	Healthy choices, responsibility	Rights and responsibilities	Environmental responsibility, sustainability	Rights, duties and environmental citizenship
Aspiration and Gratitude	Goal setting, motivation	Appreciating others	Economic awareness, future pathways	Role of citizens in society

## Curriculum Links

The Year of Values makes a strong contribution to Key Stage 2 PSHE, Citizenship and wider curriculum aims, particularly where learning benefits from real-world contexts, discussion and reflection. Units support key curriculum outcomes that develop over time through repeated exposure.

### PSHE / RSHE (KS2)

The programme supports pupils to:

- recognise and manage emotions
- develop empathy and respectful relationships
- understand responsibility towards others and the environment
- reflect on choices and their impact

### Citizenship (KS2)

Through real-life stories and discussion, pupils explore:

- rights, responsibilities and shared rules
- belonging within communities
- respect for difference and diversity
- caring for shared spaces and resources

### Wider curriculum links

Some lessons may also support learning in:

- Geography (place knowledge, human impact, environments)
- Science (living things, habitats, sustainability)
- Art and Design (creative expression, communication of ideas)

These links are designed to be flexible, supporting cross-curricular connections rather than prescribing additional outcomes.





## Differentiating the programme for KS1

This Year of Values toolkit is designed primarily for KS2. However, many schools teach mixed-age classes or adapt materials for younger pupils.

Lyfta provides dedicated EYFS and KS1 Toolkits, which should be used as the main source of guidance when teaching KS1 and EYFS pupils. [See this here.](#)

The guidance below is intended as light-touch support for teachers adapting lessons for younger learners, not a replacement for KS1-specific materials.

### Key adaptation principles for KS1

When adapting KS2 Year of Values lessons for KS1, teachers may wish to:

- shorten sessions and reduce the number of discussion questions
- focus on concrete language and observable actions
- use drawing, role play or storytelling as forms of reflection

KS2 approach	KS1 adaptation
Open-ended questions	Either/or or choice-based questions
Full film viewing	Short clips with pauses in between (though important to watch the full film)
Verbal reflection	Drawing, role play, story sequencing



## Supporting whole-school values and ethos

Most schools articulate a set of core values (such as respect, resilience, compassion, responsibility or aspiration) through their mission statements, behaviour policies and assemblies.

The challenge is often ensuring these values are consistently understood and meaningfully lived, rather than remaining aspirational slogans.

The Year of Values supports schools to embed and animate their existing values, rather than introduce a separate or competing framework.

By revisiting values across different units and contexts, the programme helps pupils see how values:

- shape everyday behaviour and relationships
- apply in moments of challenge or uncertainty
- matter within communities, societies and the wider world

In this way, the programme strengthens both the formal curriculum (PSHE and Citizenship) and the informal or hidden curriculum - including assemblies, behaviour and inclusion work, and wider pastoral conversations.



## Supporting sustainability, human rights and global learning

The Year of Values programme supports sustainability education and global learning by helping pupils explore values such as responsibility, stewardship, interdependence and ethical decision-making.

This approach reflects national expectations that sustainability and climate education should be embedded across the curriculum rather than taught as a standalone subject.

Storyworlds and lesson plans are mapped to relevant UN Sustainable Development Goals, particularly those concerned with wellbeing, education, equality, justice and environmental responsibility. This supports schools' wider work on sustainability and climate education, in line with current national guidance, without requiring the programme to teach technical environmental content.

For schools engaged in global citizenship education or human rights education, including those participating in UNICEF's Rights Respecting Schools Award, the programme provides curriculum-linked opportunities for pupils to explore rights, responsibilities and global perspectives through real-world stories and dialogue.



## Pedagogical approach: why stories matter

The Year of Values in KS2 is underpinned by Lyfta’s relational, story-led pedagogy, which recognises that values are best learned through connection, reflection and shared meaning-making. Always read the ‘teacher notes’ in each lesson plan for additional suggestions and support.

Lessons create space for them to:

- listen to real people’s experiences
- observe how values are expressed through actions
- reflect on similarities and differences with their own lives
- practice respectful listening and discussion

Alongside the lesson questions appearing in the task bars, teachers play an important role in scaffolding discussion, helping pupils move from:

- noticing → understanding
- understanding → reflection
- reflection → simple forms of responsibility, shifts in thinking and action

This ensures pupils are supported to engage thoughtfully, without requiring abstract ethical reasoning beyond their developmental stage.

## Progression

Progression within the Year of Values is achieved through increasing depth and complexity within the tasks and discussions:

- revisiting core values in different contexts
- moving from understanding to evaluation and ethical judgement
- increasing emphasis on agency, responsibility and participation
- supporting pupils to articulate and justify their own viewpoints



Teachers can adapt questioning, discussion depth and follow-up tasks to ensure learning remains age-appropriate and responsive to their pupils.

## Why this matters

The Year of Values provides schools with:

- a bridge between values education and statutory curricula
- a shared language (in relation to Lyfta content and values) for personal development across year groups and throughout school life
- a pedagogy that supports critical thinking, dialogue, empathy and ethical reasoning

In doing so, it helps schools address an essential question of modern education:

How do we support young people not only to thrive and flourish, but to live well with others in a complex world?

## APPENDIX A - WEBLINKS TO LESSONS

Unit		Lessons	
1	<u>Respect and Inclusion</u>	<u>Lesson 1: Sylvain 1/2</u> <u>Lesson 3: Malahat 1/2</u> <u>Lesson 5: Aci 1/2</u>	<u>Lesson 2: Sylvain 2/2</u> <u>Lesson 4: Malahat 2/2</u> <u>Lesson 6: Aci 2/2</u>
2	<u>Compassion and Empathy</u>	<u>1: Ilonka &amp; Erzsébet 1/2</u> <u>3: Erkan</u> <u>5: Mackie 2/2</u>	<u>2: Ilonka &amp; Erzsébet 2/2</u> <u>4: Muhammed</u> <u>6: Mackie 2/2</u>
3	<u>Courage and resilience</u>	<u>1: Chen Fung Yin 1/2</u> <u>3: Tamara 1/2</u> <u>5: Lukas 1/2</u>	<u>2: Chen Fung Yin 2/2</u> <u>4: Tamara 2/2</u> <u>6: Lukas 2/2</u>
4	<u>Perseverance and Growth</u>	<u>1: Anna 1/2</u> <u>3: Izandra 1/2</u> <u>5: Romy 1/2</u>	<u>2: Anna 2/2</u> <u>4: Izandra 2/2</u> <u>6: Romy 2/2</u>
5	<u>Stewardship and responsibility</u>	<u>1: Rob 1/2</u> <u>3: Mohit 1/2</u> <u>5: Kerri 1/2</u>	<u>2: Rob 2/2</u> <u>4: Mohit 2/2</u> <u>6: Kerri 2/2</u>
6	<u>Aspiration and gratitude</u>	<u>1: Deenpal 1/2</u> <u>3: Donya</u> <u>5: Cansu 1/2</u>	<u>2: Deenpal 2/2</u> <u>4: Cathy</u> <u>6: Cansu 2/2</u>