

# YEAR OF VALUES (SEC)

- 01 [Introduction - why a year of values?](#)
- 02 [What is Lyfta's year of values?](#)
- 03 [Curriculum links and lesson weblinks](#)
- 04 [Supporting PSHE and Citizenship](#)
- 05 [Supporting whole school values](#)
- 07 [Supporting sustainability, human rights and global learning](#)
- 08 [Pedagogy and progression](#)

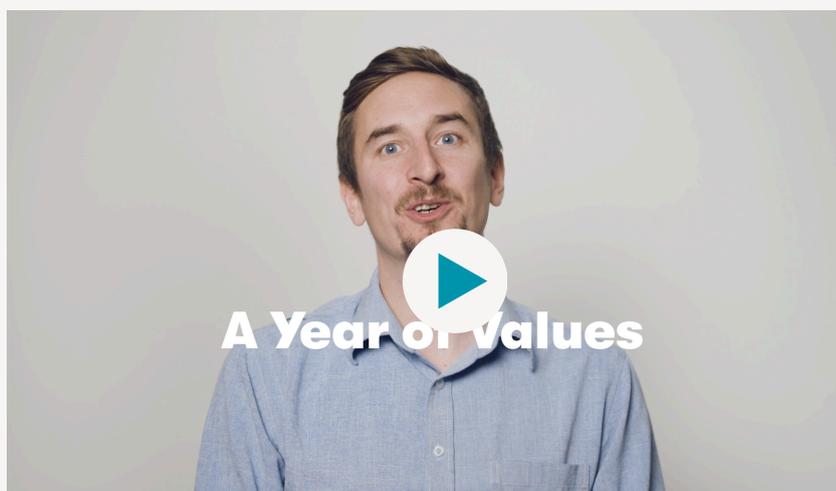


## Introduction: Why a Year of Values?

Schools are increasingly asked to support young people not only to achieve academically, but also to 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 and active citizenship.

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 (see Appendix C for headline links). 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 - (see Appendix A for more details):

1. Respect and Inclusion
2. Compassion and Empathy
3. Courage and Resilience
4. Perseverance and Growth
5. Stewardship and Responsibility
6. Aspiration and Gratitude



Each unit brings together real-world stories, discussion prompts and reflective activities that invite pupils to explore values as lived experiences, rather than abstract concepts.

The course is designed for use across Key Stages 3 and 4 (a separate programme is available for KS2), with progression achieved through depth of discussion, complexity of reflection and ethical reasoning, rather than through age-specific content alone.

In this programme, students encounter people and places from over 20 countries, offering authentic perspectives grounded in real life experience.

The curriculum mappings and scheme of work suggestions provided below are designed to support professional judgement and planning conversations, leaving space for schools to integrate the Year of Values programme into their school curriculum in whatever way works best.

## Curriculum relevance

The programme makes a strong contribution to many PSHE & Citizenship objectives, especially those where story-based, dialogic learning, and a global perspective are particularly powerful. Links to Lyfta units and lesson plans are provided in the first column of the table below.

Many other subjects are supported, such as RE, Geography and Science. These are detailed in the ‘teacher notes’ section of each lesson plan.

## Year of Values: Curriculum links and unit weblinks

Unit with links to lesson plans	PSHE - Health & Wellbeing	PSHE - Relationships	PSHE - Living in the Wider World	Citizenship Links (KS3-KS4)
<a href="#"><u>Respect &amp; Inclusion</u></a>	Self-confidence; emotional wellbeing; managing change	Respectful relationships; inclusion; challenging prejudice	Belonging; equality; participation in community	Rights and responsibilities; freedom of belief; equality and dignity; inclusion in diverse societies
<a href="#"><u>Compassion &amp; Empathy</u></a>	Emotional literacy; responding to crisis and loss; resilience	Empathy; listening; care for others; inclusion	Community responsibility; solidarity	Social justice; human rights; responding to inequality and disadvantage
<a href="#"><u>Courage &amp; Resilience</u></a>	Coping with adversity; hope; recovery; managing uncertainty	Trust; caring roles; mutual support	Ethical reflection; voice; participation	Moral courage; freedom of expression; civic participation



## Year of Values: Curriculum Links Overview (continued)

Unit with link to lesson plans	PSHE - Health & Wellbeing	PSHE - Relationships	PSHE - Living in the Wider World	Citizenship Links (KS3-KS4)
<u>Perseverance &amp; Growth</u>	Growth mindset; confidence; motivation	Belonging; encouragement; positive influence	Education; aspiration; opportunity	Social mobility; representation; participation in society
<u>Stewardship &amp; Responsibility</u>	Emotional responses to global issues; agency	Respectful debate; shared responsibility	Environmental responsibility; sustainability	Global citizenship; democratic debate; evidence-informed action
<u>Aspiration &amp; Gratitude</u>	Gratitude; purpose; emotional resilience	Responsibility to others; representation	Education, skills and contribution	Equality of opportunity; participation; ethical ambition

## PSHE

The programme aligns closely with the three PSHE themes:

- Health and Wellbeing: emotional literacy, resilience, self-confidence, managing change and uncertainty, responding to local and global concerns.
- Relationships: Respect, empathy, inclusion, difference, caring roles, challenging prejudice and discrimination, respectful dialogue.
- Living in the Wider World: Belonging, participation, aspiration, ethical decision-making, environmental responsibility and contribution to society.

Most learning is mapped to KS3 and KS4 PSHE objectives within the teacher notes of each lesson plan.

\*Areas such as RSHE, substance misuse or financial education are not a focus of this programme and are best addressed within a school's wider PSHE provision.

## Citizenship

The programme also supports key aims of the Citizenship Programme of Study, including:

- understanding rights, responsibilities and equality
- respect for diversity and freedom of belief
- ethical discussion and democratic debate
- participation in community and civic life
- global citizenship and environmental stewardship

At KS3, pupils build foundational understanding of these concepts through lived experience and discussion. At KS4, the same themes can be revisited with greater emphasis on active citizenship, critical evaluation of evidence, and ethical judgement.



## 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 tutor time, 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.

Appendix B provides further detail on SDG and UN Convention on the Rights of the Child links for schools who wish to explore this aspect in more depth.



## Pedagogical approach: why stories matter

A distinctive feature of the Year of Values is its relational pedagogy and human connection methodology.

Learning is structured around:

- real human stories
- guided discussion and dialogue
- reflection rather than instruction, supporting metacognition
- multiple perspectives rather than fixed answers

This approach aligns closely with how values are learned in practice. Rather than telling pupils what to think, the programme creates space for them to:

- listen to others' experiences
- reflect on their own values and assumptions
- practise respectful dialogue
- make meaning through connection and discussion
- This pedagogy supports deep engagement and helps pupils connect curriculum themes to their own lives - a key condition for meaningful personal development.

## 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 credible 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?