

## RECOVERY CURRICULUM 2020 PHILOSOPHY

WEEK 1	KS1	LKS2	UKS2
<p><b>RELATIONSHIPS</b> :Are you a fair/just person? How do you know who your friends are? Should you let little things bother you? Should you ever tell a lie? NES Values: ALL behaviours for learning plus INDEPENDENCE, UNICEF values</p> <p>12. Respect for children's views Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.</p> <p>13. Sharing thoughts freely Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.</p> <p>14. Freedom of thought and religion Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.</p>	<p>Game: 20 questions with 'yes/no' answers. Introduce categories of 'Food' and 'Sports Warm up S&amp;L' DILEMMA: If you were an ANIMAL, which animal would you LIKE TO be? Which animal are you MOST LIKE at the moment?</p>	<p>Game: Taboo - S&amp;L warm up. DILEMMA: You are in a lifeboat with 3 other people. You have a vaccine to save only ONE other person? Would you save: a 65 year old scientist, a 30 year old doctor, a 5 year old child? NB You do not know ANY of them so your decision will be purely random? Who 'deserves' the chance'?</p>	<p>Game: Taboo - S&amp;L warm-up DILEMMA - you see your best friend take something from a shop without paying. At the same time, you see an elderly lady on crutches do the same thing. Oddly enough, a businessman rushes in and grabs a sandwich and leaves. What is your response?</p>
<p><b>Week 2</b></p>	<p><b>KS1</b></p>	<p><b>LKS2</b></p>	<p><b>UKS2</b></p>
<p><b>COMMUNITY</b>: Are you a responsible citizen? Values: NES Learning Values Collaboration/ Harmonious/ Independence Resilient/ Nurtured Respect for children's views UNICEF 12 Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously. 13. Sharing thoughts freely Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people. 14. Freedom of thought and religion Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.</p>	<p>Game: 20 questions with 'yes/no' answers. Introduce categories of 'Countries' and 'Toys' Warm up S&amp;L' ENQUIRY: On the street there are three people sitting down. One is a young girl ( 17), one is an old man ( 65+) and one is a young man with a cute dog. They are all in need but you only have 50p in your pocket? Do you keep it or give it away? Who do you give it to?</p>	<p>Game: ER...um.. 'Just a minute'&gt; S&amp;L focus.ENQUIRY: Story 'Henny Penny' and concept of sky falling down! How well do we cope with problems? Do we sometimes over- react? Do we 'enjoy' a panic or be resourceful and cope with it. Do we 'stop to think' before we cross the road to Panicsville? How RESOURCEFUL/RESILIENT do we need to be?</p>	<p>Game: Word disassociation - respond with words NOT connected to previous! S&amp;L focus. ENQUIRY question 'Little Things Mean a Lot' - What is it that we all NEED and what is it that we'd LIKE TO HAVE? Is the secret to 'want what we have' and enjoy it? EUDAMONIA concept - the good life. Links to Buddhism - contentment - stoicism.</p>
<p><b>WEEK 3</b></p>	<p><b>KS1</b></p>	<p><b>LKS2</b></p>	<p><b>UKS2</b></p>
<p><b>RESILIENCE</b>: How do we cope when things go wrong personally/socially? Control of emotions/feelings. Possible use of Transactional Analysis Parent/Adult/Child. UNICEF as above.</p>	<p>Game: Give pupil basic emotions card - angry/ sad/ crazy/ happy etc. Pupils ask them to perform an act eg 'walking', 'sweeping', 'eating' in this way. Thought experiment: Your best friend drops and breaks your favourite toy then hides it from you. You find out later that they did this. What MIGHT happen next? How does it affect your friendship? Is saying 'sorry' enough?</p>	<p>Game: LetterDrop - pupil narrate about a given topic without using any words that begin with select a letter randomly. Pupils listen - hands-up to challenge - change topic and letter. P4C ' Should you let little things bother you? Stoicism/Aurelius. Example: People NOT wearing a mask when they should. Letting people in front of you at lunch. Borrowing your pencil without asking. When is 'enough, enough'?</p>	<p>Game: 'Join My Club' lateral thinking exercises. P4C: How big is your 'but'? Resilience means moving on in relationships/ education/society BUT it's not easy. What would happen if we stopped using the word ' but'? I'd like to help you..... I want to do well at this..... That's a good idea.....I should study harder. ....etc. When do we NEED a 'but'?</p>
<p><b>WEEK 4</b></p>	<p><b>KS1</b></p>	<p><b>LKS2</b></p>	<p><b>UKS2</b></p>
<p><b>METACOGNITION</b>: Self-regulation and growth mindsets. School Values - Harmonious/ Collaborative/ Independent/ Determined / Resilience/ Problem-solving/ Creative. UNICEF VALUES AS ABOVE.</p>	<p>Game: Would you rather be.....? A happy slug or a sad butterfly etc? ENQUIRY: Will having fun make you happier than studying? John Stuart Mill - How do we find 'happiness' for everyone?</p>	<p>Game: TEACH 'Join my club' with simple examples. EG 'dogs and ducks/cats and cucumbers OR eggs and sandwiches/ Finland and Dinosaurs. Thought experiment: 'Should you be rewarded for your EFFORT at school or are RESULTS what matters? ' Is it better/more useful to be a hard-working and DETERMINED person or a clever but SELFISH person? In the future, which quality will be most useful to you/ society?</p>	<p>Game: Word Chain - start list of eg ANIMALS - last letter begins first of next eg Lemur, rabbit, tiger, rodent, tortoise etc. Thought experiment: 'Should you be rewarded for your EFFORT at school or are RESULTS what matters? ' Is it better/more useful to be a hard-working and DETERMINED person or a clever but SELFISH person? In the future, which quality will be most useful to you/ society?</p>
<p><b>WEEK 5</b></p>	<p><b>KS1</b></p>	<p><b>LKS2</b></p>	<p><b>UKS2</b></p>
<p><b>SPACE</b>: Celebrating diversity and personality- seeing 'below the cover'. NES collaborative/ creative/independent/ determined/ resourceful and resilient/ engaged. UNICEF as above</p>	<p>Game: If I had a super power, It would be..... Thought experiment: Do you sometimes feel 'weird' with other people? Why aren't we all 'the same'? Would it be better if we WERE 'all the same'?</p>	<p>Game: 'Join My Club' using 'out of the box' thinking skills eg 'touch nose before saying'. Thought experiment: What makes us select a 'friend'? What qualities do we look for? Are we 'inclusive' or 'exclusive' in our friendship groups? Why?</p>	<p>Game: 'Parson's Friend is a.' based on cat but all positive adjectives'. Thought experiment: 'How do we evaluate the 'worth' of a person? Are 'celebrities' the benchmark? Are 'celebrities' of 'value'? Have things changed at all?</p>