

Blidworth & Rainworth Primary School Partnership
Values Day Learning Overview 2026-2027

Vocabulary Progression Mapping - RSHE					
RSHE (Values Days) - Foundation					
Respect / Compassion	Inclusion / Kindness / Diversity	Inspiration / Pride / Inquisitiveness	Resilience / Courage / Perseverance	Responsibility	Aspiration/ Ambition
kind manners	friend play	try better	keep going give up	look after tidy	grow up job
RSHE (Values Days) - Year 1					
Respect / Compassion	Inclusion / Kindness / Diversity	Inspiration / Pride / Inquisitiveness	Resilience / Courage / Perseverance	Responsibility	Aspiration/ Ambition
respect compassion	relationship friendship	emergency	feelings	permission private	earn save
RSHE (Values Days) - Year 2					
Respect / Compassion	Inclusion / Kindness / Diversity	Inspiration / Pride / Inquisitiveness	Resilience / Courage / Perseverance	Responsibility	Aspiration/ Ambition
bullying	cooperate positive	emergency services	emotions body language	responsibility community	skills interests
RSHE (Values Days) - Year 3					
Respect / Compassion	Inclusion / Kindness / Diversity	Inspiration / Pride / Inquisitiveness	Resilience / Courage / Perseverance	Responsibility	Aspiration/ Ambition
witness strategies	resolve uncomfortable	communicate effective	manage mistake	environment	career volunteer
RSHE (Values Days) - Year 4					
Respect / Compassion	Inclusion / Kindness / Diversity	Inspiration / Pride / Inquisitiveness	Resilience / Courage / Perseverance	Responsibility	Aspiration/ Ambition
stereotype	qualities differences	appropriate	mental health wellbeing	reduce / reuse recycle	priority influence
RSHE (Values Days) - Year 5					
Respect / Compassion	Inclusion / Kindness / Diversity	Inspiration / Pride / Inquisitiveness	Resilience / Courage / Perseverance	Responsibility	Aspiration/ Ambition
assertive passive	unhealthy	injury treatment	overwhelmed intense	law consequences	employment qualification
RSHE (Values Days) - Year 6					
Respect / Compassion	Inclusion / Kindness / Diversity	Inspiration / Pride / Inquisitiveness	Resilience / Courage / Perseverance	Responsibility	Aspiration/ Ambition
Hate Crime	navigate conflict	defibrillator resuscitation	organisations	human rights	career path apprenticeship

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Learning Overview Values Day - Respect / Compassion					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand how being disrespectful impacts others.	To know what bullying is and why it happens.	To know how to respond to bullying behaviours.	To know which stereotypes are present in today's world.	To recognise aggressive, assertive and passive behaviours.	To recognise the responsibility for challenging hate crimes.
[] Describe the way you look similar and different to others. [] Know what respect is and demonstrate it in the classroom. [] Describe how people show disrespect and how it can hurt others. [] Explain how to show respect in school.	[] Recognise people may be similar and different to them in lots of ways. [] Describe what bullying is, including all types. [] Explain why it may happen and why it is wrong. [] Explain why difference is something to be celebrated.	[] Listen and respect the view of others even if it differs from their own. [] Explain what bullying looks like and the harm it causes. [] Know strategies to respond to bullying or other negative behaviours that you experience or witness. [] Give an example of when you have witnessed bullying and what you did about it.	[] Understand others may have different views and show respect for these. [] Know what a stereotype is and how it can be unfair. [] Give examples of when stereotypes may occur (Race, religion, disability and gender) [] Confidently express views on different topics.	[] Identify when a relationship has become abusive. [] Know that being a bystander to abuse is unacceptable. (Race, religion, disability and gender) [] Understand the difference between aggressive, assertive and passive behaviour. [] Explain what to do when you witness abuse.	[] Identify strategies for resolving disputes and conflict in a rational manner. [] Recognise discrimination, teasing, anti-social and aggressive behaviours. [] Identify hate crimes and know how to report them. (Race, religion, disability and gender) [] Know places victims can go for support if they are experiencing difficulties.
	To understand and show respect to others.		To recognise and respect others' feelings and balance different needs in relationships.		
	[] Explain what respect is [] Know how to show respect to others. [] Understand how they can expect to be treated with respect. [] Give an example of how to challenge someone respectfully if have been unkind.		[] Recognise that other people have feelings and preferences. [] Demonstrate respect by listening to others and considering their feelings and needs. [] Explain why it can be difficult to balance different people's needs and wishes in relationships. [] Explain how I try to balance different needs and wishes in relationships while showing respect to others.		
respect compassion	bullying	witness strategies	stereotype	assertive passive	Hate Crime
Enhancement: Whole Class Art (Free)	Enhancement: MHST (Free/ Booked)	Enhancement: Drama (Nicky Rafferty £300) nicky@nickyraffertystorytelling.co.uk	Enhancement: Care Home (Organised/ waiting confirmation)	Enhancement: Debate (Free)	Enhancement: Police (Tracey Stokes – Organised) Tracy.Stokes@Notts.Police.uk

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Learning Overview Values Day - Kindness / Inclusion / Diversity					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand why relationships are important.	To know the skills needed to develop friendships.	To know ways of resolving friendship difficulties.	To understand what makes a good friend and reflect on my own friendship qualities	To know the difference between healthy and unhealthy and relationships.	To build positive friendships and include others.
☐ Identify different people in their life. ☐ Consider the different types of relationships. ☐ Describe what makes a stable and caring relationship. ☐ Understand the difference between a friendship and a relationship.	☐ Describe qualities of a good friend. ☐ Understand some positive friendship skills. (sharing, co-operative play, taking turns, permission seeking, giving and listening) ☐ Know why positive friendship skills are important in friendships. ☐ Give an example of when you have used positive friendship skills.	☐ Describe ways to include others in friendships ☐ Explain what I can do when a friendship problem happens. ☐ Demonstrate strategies to resolve friendship problems when they occur. ☐ Give examples of how I have resolved a friendship problem and explain why my actions helped.	☐ Describe qualities that they value in a friend. ☐ Say what makes you a good friend. ☐ Explain the difference between being kind to others and looking after my own needs. ☐ Reflect on my own friendships and explain how I can balance being kind with taking care of myself.	☐ Explore the meaning of being trustworthy. ☐ Consider how some friendships and relationships are unhealthy. ☐ Describe and demonstrate some features of healthy friendships and relationships. ☐ Describe the difference between a friendship and a relationship.	☐ Demonstrate skills needed to make new friends ☐ Understand how to make others feel included in friendships. ☐ Demonstrate skills to manage changing friendships, understanding they can change over time. ☐ Explain how new friendships can develop and give examples of how I have adapted to changes in friendships.
To understand why friendships are important and how to make and keep friends.		To understand feelings within friendships.	To resolve differences in friendships in a safe and respectful way.		To manage friendship problems and resolve conflict respectfully.
☐ Give reasons why you like your friends ☐ Explain why friendships are important. ☐ Demonstrate some of the skills needed to make friends and maintain friendships ☐ Give examples when you did something to improve your friendship.		☐ Explain how someone might feel if they are left out ☐ Describe times when someone might feel lonely and understand that this is a normal feeling. ☐ Recognise when a friendship might make someone feel unhappy or uncomfortable ☐ Explain why it is important to talk about feelings and who I can go to for support	☐ Describe simple ways to resolve differences with a friend. ☐ Explain how to resolve differences effectively ☐ Explain that conflict can be managed without aggression or violence and that violence is never acceptable. ☐ Give examples of how I have resolved a friendship problem and explain why my approach was safe and respectful		☐ Explain how friendship problems can be resolved. ☐ Compare different strategies for resolving conflict and choose when to use them. ☐ Demonstrate practical skills to resolve friendship and relationship disputes effectively ☐ Evaluate how I have managed conflict or change in a relationship and explain what helped improve the outcome.
relationship friendship	cooperate positive	resolve uncomfortable	qualities differences	unhealthy	navigate conflict
Enhancement:	Enhancement: Whole Class Art	Enhancement:	Enhancement: Whole Class Art	Enhancement: MHST	Enhancement: Debate

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Learning Overview Values Day - Pride / Inspiration / Inquisitiveness					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know when adult help is needed in an emergency.	To know when it is appropriate to call the emergency services.	To identify the correct emergency service and communicate effectively in an emergency call.	To understand and demonstrate how to stay safe in the wider community, including roads and railway.	To prioritise giving basic first aid on others over social media.	To perform the CPR procedure correctly.
☐ Identify times when someone might need help from an adult. ☐ List adults you can approach for help and how to access them (Lunchtimes, classroom, at home) ☐ Know when immediate adult help is needed if someone is hurt. ☐ Explain what to do if there is no adult to ask for help.	☐ Identify people in the community who help us in an emergency. ☐ Know how to make a phone call to the emergency services. ☐ Understand that you call the emergency services when there is risk of harm. ☐ Explain why 999 is only used in an emergency.	☐ Identify the emergency services and explain their roles. ☐ Recognise situations when it is appropriate to call 999 ☐ Describe what information is needed when making an emergency call and demonstrate how to make one. ☐ Explain why different emergency services may be needed in different situations.	☐ Recognise hazards in the wider community, including on roads and near railways ☐ Describe how to keep myself safe when I am near roads and railways. ☐ Demonstrate how to make safe choices in different community situations involving roads and railways ☐ Explain why these safety rules are important and how they help prevent danger in the wider community.	☐ Consider common injuries that require first aid. ☐ Demonstrate basic first aid using contents of a first aid kit. ☐ Understand the importance of reporting incidents rather than filming. ☐ Recognise when an injury needs hospital treatment.	☐ Know when CPR is needed. ☐ Recall steps for CPR procedure. ☐ Demonstrate basic first aid for CPR. ☐ Describe how a defibrillator machine can help save lives.
		To understand personal strengths and differences and why everyone should be treated equally and fairly.			
		☐ Describe my strengths and things that are special about me. ☐ Explain how people's strengths and differences make them special ☐ Explain that all people, regardless of gender, have equal rights and should be treated fairly. ☐ Explain why valuing differences and treating people equally is important in our community and wider world.			
emergency	emergency services	communicate effective	appropriate	injury treatment	defibrillator resuscitation
Enhancement:	Enhancement: Fire	Enhancement: Police (Free – organised) Tracy.Stokes@Notts.Police.uk	Enhancement: Road/Railway British Transport Police	Enhancement: Basic first aider (Free – awaiting confirmation) newarkcommunityfirstaiders@hotmail.com	Enhancement: CPR/Defib

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Learning Overview Values Day - Courage / Resilience / Perseverance					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To identify a range of own feelings.	To recognise strong emotions and deal with them appropriately.	To recognise strong emotions in ourselves and others and know how to manage them safely.	To understand people deal with change differently.	To describe strategies for dealing with overwhelming emotions in self and others.	To know strategies and support available to improve mental health and wellbeing.
[] Describe things that make you feel happy and positive. [] Describe feelings using a range of vocabulary. [] Recognise and describe own feelings in different situations. [] List people to talk to if you need support with your feelings.	[] Recognise and describe how others may be feeling by observing facial expressions, body language and behaviour [] Identify times you have felt strong emotions and describe what happened to your mind and body. [] Know a range of positive strategies to manage strong emotions, including feelings such as disappointment and frustration [] List ways people can care for their mental wellbeing.	[] Recognise that people can have different strong emotions in different situations. [] Identify strong emotions in myself and other [] Explain why it is important to manage strong emotions safely and consider how others may feel. [] Explain how change can cause different emotions and suggest positive ways to cope.	[] Understand what mental health and wellbeing means. [] Identify how change can affect a person's mental health and wellbeing. [] Describe ways to deal with change positively. [] Explain why it is important to be resilient to change.	[] Know what resilience is and have strategies to build own skills. [] Have vocabulary to explain the intensity of own feelings to others. [] Explain strategies for managing own feelings and emotions and those of others. [] Recognise when to seek support for own or others' mental wellbeing.	[] Identify signs of poor mental health and wellbeing. [] Explain the difference between feeling temporarily low and a possible mental health condition. [] Describe a range of strategies to maintain and improve mental wellbeing and identify people or organisations that can support this [] Evaluate possible impact of different mental health strategies.
		To recognise strengths, mistakes, and emotions and how to support others through change.			
		[] Recognise positive qualities and skills in myself and others. [] Explain that mistakes help us learn and grow. [] Recognise how change can cause strong emotions in people. [] Explain how we can support people during change or mistakes.			
feelings	emotions body language	manage mistake	mental health wellbeing	overwhelmed intense	organisations
Enhancement: MHST	Enhancement:	Enhancement: Whole Class Art	Enhancement: MHST	Enhancement: Whole Class Art	Enhancement: Debate

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Learning Overview Values Day - Responsibility					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand our bodies should only be touched with permission.	To recognise our responsibility to the community.	To recognise responsibility to the environment.	To understand how our choices impact the environment.	To understand the responsibility we have for following rules and laws.	To know how rights protect people.
[] Use the 'Pants Rule' to state which parts of a body are private. [] Understand you cannot touch others without their permission. [] Understand you cannot touch others without their permission even when they are helping you be clean or get better. [] List other ways you are responsible for your body.	[] List different groups that you belong to. [] Know different groups that make up your community and what living in a community means. [] Understand the importance of caring for other people and living things in our community. [] Explain the importance of having compassion for others.	[] Know what rules are and why they are needed for different situations. [] Know there are rules to help look after the environment. [] Understand why we have responsibility to care for our environment. [] List ways people take responsibility for our environment.	[] Discuss the importance of being responsible for the environment. [] Identify ways of sharing responsibilities for protecting the environment. [] Describe how everyday choices can affect the environment.(e.g. reducing, reusing, recycling, food choices) [] Research laws that help protect the environment.	[] Discuss the difference between a rule and a law. [] Explain the reasons for having rules and laws. [] Describe the consequences of not adhering to rules and laws. [] At what age should a child have to follow the law? Discuss.	[] Discuss the relationship between rights and responsibilities. [] Recognise that rights are there to protect everyone. [] Explain how different human rights protect people. [] Justify which human right is the most important.
permission private	responsibility community	environment	reduce reuse recycle	law consequences	human rights
Enhancement:	Enhancement: Litter Picking	Enhancement: Bee Conservationist (Free - Booked) angela@wildhillapiary.uk	Enhancement:	Enhancement: Mock Trial (Jack Burrows) jack.burrows@live.co.uk	Enhancement: Whole Class Art

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Learning Overview Values Day - Aspiration / Ambition					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know people earn money by doing a job.	To know people choose jobs based on their skills and interests.	To recognise the wide variety of career choices available to people.	To know why people make different choices with their money.	To recognise the importance of education in gaining employment.	To know there are many routes to achieve career choices.
[] Give examples of what money is used for. [] Know people earn by having jobs. [] List a range of jobs that help people earn money. [] Consider why some people save money they earn.	[] List different jobs in our community. [] Identify some of the skills and interests someone might need to do different jobs. [] Recognise own strengths in relation to different job roles. [] Reflect on how to gain new skills for a job role.	[] Identify a job you would like to do when you are older. [] List some skills that would help you in your future career. [] Know there is a broad range of careers and people often have more than one in their lifetime. [] Understand that money is one factor in job choice and that some people choose to do unpaid voluntary work.	[] Know ways of keeping money safe. (lost/stolen) [] Identify the different choices people have to pay for things. [] Recognise what influences peoples' priorities towards spending and saving money. [] Know the difference between needs and wants when spending money.	[] Understand the education pathway from primary university. [] Know that employers require certain levels of education. [] Know how different types of careers require different levels of qualifications. [] Recognise that there are many different pathways to achieving qualifications.	[] Recognise stereotypes in the workplace and that a person's career aspirations should not be limited by them. [] Understand what might influence people's decisions about a job or career. (personal interests, family connections to certain trades, strengths and qualities.) [] Recognise that there is a variety of routes into careers. (College, apprenticeship, university) [] Find different examples of career paths for a chosen career.
earn save	skills interests	career volunteer	priority influence	employment qualification	career path apprenticeship
Enhancement:	Enhancement: Parent Q&A	Enhancement:	Enhancement: Athlete	Enhancement: Debate	Enhancement: Career Fayre