

Values Day Learning Overview 2024/25

www.nottinghamschools.org.uk/teaching-and-learning-support/relationships-and-sex-education/statutory-rshe-2020/curriculum-planning/
www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935

Year 1					
Respect / Compassion	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Courage / Resilience / Perseverance	Responsibility	Aspiration / Ambition
To understand how being disrespectful impacts others.	To understand why friendships are important.	To know when adult help is needed in an emergency.	To identify a range of own feelings.	To understand our bodies should only be touched with permission.	To know people earn money by doing a job.
<input type="checkbox"/> Describe the way you look similar and different to others. <input type="checkbox"/> Know what respect is and demonstrate it in the classroom. <input type="checkbox"/> Describe how people show disrespect and how it can hurt others. <input type="checkbox"/> Explain what to do if someone is disrespectful to you.	<input type="checkbox"/> Name some of your friends. <input type="checkbox"/> Give reasons why you like your friends. <input type="checkbox"/> Explain why friendships are important. <input type="checkbox"/> Demonstrate some of the skills needed to make and maintain friendships.	<input type="checkbox"/> Identify times when someone might need help from an adult. <input type="checkbox"/> List adults you can approach for help and how to access them (Lunchtimes, classroom, at home) <input type="checkbox"/> Know when immediate adult help is needed if someone is hurt. <input type="checkbox"/> Explain what to do if there is no adult to ask for help.	<input type="checkbox"/> Describe things that make you feel happy and positive. <input type="checkbox"/> Describe feelings using a range of vocabulary. <input type="checkbox"/> Recognise and describe own feelings in different situations. <input type="checkbox"/> List people to talk to if you need support with your feelings.	<input type="checkbox"/> Use the 'Pants Rule' to state which parts of a body are private. <input type="checkbox"/> Understand you cannot touch others without their permission. <input type="checkbox"/> Understand you cannot touch others without their permission even when they are helping you be clean or get better. <input type="checkbox"/> List other ways you are responsible for your body.	<input type="checkbox"/> Give examples of what money is used for. <input type="checkbox"/> Know people earn by having jobs. <input type="checkbox"/> List a range of jobs that help people earn money. <input type="checkbox"/> Consider why some people save money they earn.
disrespect	friendship	emergency	feelings positive	permission private	earn save

Values Day Learning Overview 2024/25

www.nottinghamschools.org.uk/teaching-and-learning-support/relationships-and-sex-education/statutory-rshe-2020/curriculum-planning/

www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935

Year 2					
Respect / Compassion	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Courage / Resilience / Perseverance	Responsibility	Aspiration / Ambition
To know what bullying is and why it happens.	To know the skills needed to develop friendships.	To know when it is appropriate to call the emergency services.	To recognise strong emotions and deal with them appropriately.	To recognise our responsibility to the community.	To know people earn and use money in different ways.
<p><input type="checkbox"/> Show respect when discussing peoples differences.</p> <p><input type="checkbox"/> Recognise people may be similar and different to them in lots of ways.</p> <p><input type="checkbox"/> Describe what bullying is and why it may happen.</p> <p><input type="checkbox"/> Explain why difference is something to be celebrated.</p>	<p><input type="checkbox"/> Describe qualities of a good friend.</p> <p><input type="checkbox"/> Understand some positive friendship skills. (sharing, co-operative play, taking turns, permission seeking, giving and listening)</p> <p><input type="checkbox"/> Know why positive friendship skills are important in friendships.</p> <p><input type="checkbox"/> Give an example of when you have used positive friendship skills.</p>	<p><input type="checkbox"/> Identify people in the community who help us in an emergency.</p> <p><input type="checkbox"/> Know how to make a phone call to the emergency services.</p> <p><input type="checkbox"/> Understand that you call the emergency services when there is risk of harm.</p> <p><input type="checkbox"/> Explain why 999 is only used in an emergency.</p>	<p><input type="checkbox"/> Recognise and describe how others feel by observing their face, body language and behaviour.</p> <p><input type="checkbox"/> Identify times you have felt strong emotions and describe what happened to your mind and body.</p> <p><input type="checkbox"/> Know positive strategies for dealing with strong emotions.</p> <p><input type="checkbox"/> List ways that people can care for their mental wellbeing.</p>	<p><input type="checkbox"/> List different groups that you belong to.</p> <p><input type="checkbox"/> Know different groups that make up your community and what living in a community means.</p> <p><input type="checkbox"/> Understand the importance of caring for other people and living things in our community.</p> <p><input type="checkbox"/> Explain the importance of having compassion for others.</p>	<p><input type="checkbox"/> List different jobs in our community.</p> <p><input type="checkbox"/> Identify some of the strengths and interests someone might need to do different jobs.</p> <p><input type="checkbox"/> Understand people make different choices on how to spend and save money.</p> <p><input type="checkbox"/> Know the difference between needs and wants when spending money.</p>
bullying	friendship skills	emergency services	emotions body language	community compassion	interests

Values Day Learning Overview 2024/25

www.nottinghamschools.org.uk/teaching-and-learning-support/relationships-and-sex-education/statutory-rshe-2020/curriculum-planning/
www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%933

Year 3					
Respect / Compassion	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Courage / Resilience / Perseverance	Responsibility	Aspiration / Ambition
To know how to respond to bullying behaviours.	To know ways of resolving friendship difficulties.	To know how to make an effective call to the emergency services.	To identify strong emotions in others and know how to respond appropriately.	To recognise responsibility to the environment.	To know why people make different choices with their money.
<p><input type="checkbox"/> Listen and respect the view of others even if it differs from their own.</p> <p><input type="checkbox"/> Describe what bullying is and the harm it causes.</p> <p><input type="checkbox"/> Know strategies to respond to bullying or other negative behaviours that you experience or witness.</p> <p><input type="checkbox"/> Give an example of when you have witnessed bullying and what you did about it.</p>	<p><input type="checkbox"/> Explain how someone may feel if they are left out.</p> <p><input type="checkbox"/> Demonstrate how to include people in friendships.</p> <p><input type="checkbox"/> Demonstrate strategies to resolve friendship problems when they occur.</p> <p><input type="checkbox"/> Give an example of when you have resolved a friendship problem.</p>	<p><input type="checkbox"/> Know which emergency services are available when you call 999.</p> <p><input type="checkbox"/> Consider the information needed to make a 999 call.</p> <p><input type="checkbox"/> Demonstrate how to make a call to the emergency services.</p> <p><input type="checkbox"/> Understand safety features in technology that allow us to make a 999 call.</p>	<p><input type="checkbox"/> Identify and celebrate own positive qualities and skills and those of others.</p> <p><input type="checkbox"/> Understand mistakes are an opportunity to learn and develop.</p> <p><input type="checkbox"/> Recognise strong emotions in others and know how to respond to them appropriately.</p> <p><input type="checkbox"/> Explain why change can provoke strong emotions.</p>	<p><input type="checkbox"/> Know what rules are and why they are needed for different situations.</p> <p><input type="checkbox"/> Know there are rules to help look after the environment.</p> <p><input type="checkbox"/> Understand why we have responsibility to care for our environment.</p> <p><input type="checkbox"/> List ways people take responsibility for our environment.</p>	<p><input type="checkbox"/> Identify different ways to pay for things and the choices people have about this.</p> <p><input type="checkbox"/> Understand ways of keeping money safe. (lost/stolen)</p> <p><input type="checkbox"/> Recognise what influences peoples priorities towards spending and saving money.</p> <p><input type="checkbox"/> Explain what makes something good value for money to different people.</p>
witness experience	resolve	effective	mistake	environment	priority influence

Values Day Learning Overview 2024/25

www.nottinghamschools.org.uk/teaching-and-learning-support/relationships-and-sex-education/statutory-rshe-2020/curriculum-planning/

www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935

Year 4					
Respect / Compassion	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Courage / Resilience / Perseverance	Responsibility	Aspiration / Ambition
To know which stereotypes are present in today's world.	To reflect upon own friendship skills.	To identify which emergency service is appropriate to call in different situations.	To understand people deal with change differently.	To understand how our choices impact the environment.	To recognise the wide variety of choices available to people.
<input type="checkbox"/> Understand others may have different views and show respect for these. <input type="checkbox"/> Know what a stereotype is. <input type="checkbox"/> Give examples of when stereotypes may occur (Race, religion, disability and gender) <input type="checkbox"/> Confidently express views on different topics.	<input type="checkbox"/> Describe qualities that they value in a friend. <input type="checkbox"/> Say what makes you a good friend. <input type="checkbox"/> Explain how you resolve differences effectively. <input type="checkbox"/> Give an example of what you did to effectively resolve differences with a friend.	<input type="checkbox"/> Know how to make an emergency call. <input type="checkbox"/> Explain the roles of the different emergency services. <input type="checkbox"/> Identify situations when it would be appropriate to make a call to the emergency services. <input type="checkbox"/> Consider risks that may require more than one emergency service.	<input type="checkbox"/> Understand what mental health and wellbeing means. <input type="checkbox"/> Identify how change can affect a person's mental health and wellbeing. <input type="checkbox"/> Describe ways to deal with change positively. <input type="checkbox"/> Explain why it is important to be resilient to change.	<input type="checkbox"/> Discuss the importance of being responsible for the environment. <input type="checkbox"/> Identify ways of sharing responsibilities for protecting the environment. <input type="checkbox"/> Describe how everyday choices can affect the environment.(e.g. reducing, reusing, recycling, food choices) <input type="checkbox"/> Research laws that help protect the environment.	<input type="checkbox"/> Identify a job you would like to do when you are older. <input type="checkbox"/> List some skills that would help you in your future career. <input type="checkbox"/> Know there is a broad range of careers and people often have more than one in their lifetime. <input type="checkbox"/> Understand that money is one factor in job choice and that some people choose to do unpaid voluntary work.
stereotype	differences	appropriate	mental health wellbeing	impact	career volunteer

Values Day Learning Overview 2024/25

www.nottinghamschools.org.uk/teaching-and-learning-support/relationships-and-sex-education/statutory-rshe-2020/curriculum-planning/

www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935

Year 5					
Respect / Compassion	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Courage / Resilience / Perseverance	Responsibility	Aspiration / Ambition
To recognise aggressive, assertive and passive behaviours.	To know the difference between healthy and unhealthy friendships and relationships.	To be able to use basic first aid on others.	To describe strategies for dealing with overwhelming emotions in self and others.	To understand the responsibility we have for following rules and laws.	To recognise the importance of using money responsibly.
<p>[] Identify when a relationship has become abusive.</p> <p>[] Know that being a bystander to abuse is unacceptable.</p> <p><small>(Race, religion, disability and gender)</small></p> <p>[] Understand the difference between aggressive, assertive and passive behaviour.</p> <p>[] Explain what to do when you witness abuse.</p>	<p>[] Explore the meaning of being trustworthy.</p> <p>[] Consider how some friendships and relationships are unhealthy.</p> <p>[] Describe and demonstrate some features of healthy friendships and relationships.</p> <p>[] Describe the difference between a friendship and a relationship.</p>	<p>[] Consider common injuries that require first aid.</p> <p>[] Identify the use of contents in a first aid kit.</p> <p>[] Demonstrate basic first aid for common injuries.</p> <p>[] Recognise when an injury needs hospital treatment.</p>	<p>[] Know what resilience is and have strategies to build own skills.</p> <p>[] Have vocabulary to explain the intensity of own feelings to others.</p> <p>[] Explain strategies for managing own feelings and emotions and those of others.</p> <p>[] Recognise when to seek support for own or others' mental wellbeing.</p>	<p>[] Discuss the difference between a rule and a law.</p> <p>[] Explain the reasons for having rules and laws.</p> <p>[] Describe the consequences of not adhering to rules and laws.</p> <p>[] At what age should a child have to follow the law? Discuss.</p>	<p>[] Identify the ways money can impact on people's emotions and feelings.</p> <p>[] Understand different ways of keeping track of money.</p> <p>[] Identify risks associated with money. (debt, gambling)</p> <p>[] Know that people's spending decisions can affect others and the environment. (fair trade, single use plastics, giving to charity.)</p>
assertive passive	relationship	injury treatment	overwhelming emotions	law consequences	gambling debt

Values Day Learning Overview 2024/25

www.nottinghamschools.org.uk/teaching-and-learning-support/relationships-and-sex-education/statutory-rshe-2020/curriculum-planning/

www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935

Year 6					
Respect / Compassion	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Courage / Resilience / Perseverance	Responsibility	Aspiration / Ambition
To recognise the responsibility for challenging hate crimes.	To understand friendships can change over time.	To perform the CPR procedure correctly.	To know strategies and support available to improve mental health and wellbeing.	To know how rights protect people.	To know there are many routes to achieve career choices.
<p><input type="checkbox"/> Identify strategies for resolving disputes and conflict in a rational manner.</p> <p><input type="checkbox"/> Recognise discrimination, teasing, anti-social and aggressive behaviours.</p> <p><input type="checkbox"/> Identify hate crimes and know how to report them. (Race, religion, disability and gender)</p> <p><input type="checkbox"/> Know places victims can go for support if they are experiencing difficulties.</p>	<p><input type="checkbox"/> Demonstrate skills needed to make new friends and how to make them feel included.</p> <p><input type="checkbox"/> Understand that friendships and relationships can change over time.</p> <p><input type="checkbox"/> Demonstrate skills to manage change in friendships.</p> <p><input type="checkbox"/> Give an example of when you have navigated a change in a friendship or relationship.</p>	<p><input type="checkbox"/> Know when CPR is needed.</p> <p><input type="checkbox"/> Recall steps for CPR procedure.</p> <p><input type="checkbox"/> Demonstrate basic first aid for CPR.</p> <p><input type="checkbox"/> Describe how a defibrillator machine can help save lives.</p>	<p><input type="checkbox"/> Identify signs of mental ill health.</p> <p><input type="checkbox"/> Know a range of strategies to maintain and improve mental wellbeing.</p> <p><input type="checkbox"/> List organisations that can support with wellbeing and how to access them.</p> <p><input type="checkbox"/> Evaluate possible impact of different mental health strategies.</p>	<p><input type="checkbox"/> Discuss the relationship between rights and responsibilities.</p> <p><input type="checkbox"/> Recognise that rights are there to protect everyone.</p> <p><input type="checkbox"/> Explain how different human rights protect people.</p> <p><input type="checkbox"/> Justify which human right is the most important.</p>	<p><input type="checkbox"/> Recognise stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <p><input type="checkbox"/> Understand what might influence people's decisions about a job or career. (personal interests, family connections to certain trades, strengths and qualities.)</p> <p><input type="checkbox"/> Recognise that there is a variety of routes into careers. (College, apprenticeship, university)</p> <p><input type="checkbox"/> Find different examples of career paths for a chosen career.</p>
Hate Crime	navigate	defibrillator resuscitation	organisations	human rights	career path