

Long Term Values Overview

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					
Aspiration / Ambition	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Respect / Compassion	Courage / Resilience / Perseverance	Responsibility
<p>Know what money is; forms that money comes in; that money comes from different sources</p> <p>Understand money needs to be looked after; different ways of doing this</p> <p>Know that everyone has different strengths</p> <p>List jobs that help people to earn money to pay for things</p>	<p>State a range of reasons why friendships are important (RE7)</p> <p>Demonstrate some of the skills needed to make friends and maintain friendships. (RE8, RE19)</p>	<p>Know when it is appropriate to get help from an adult if someone is hurt (HE33)</p> <p>List adults they can approach for help and how to access them (HE33)</p>	<p>Describe the ways they are similar and different to others (RE12)</p> <p>Know what respect is and demonstrate it in the classroom (RE12)</p> <p>Describe how people show respect and disrespect (RE12)</p> <p>Understand how disrespectful behaviour can hurt others (RE17)</p> <p>Demonstrate courtesy and manners in school (RE14)</p>	<p>Use range of feeling words (HE2)</p> <p>Describe range of feelings (HE2)</p> <p>Recognise and describe own feelings (HE3)</p> <p>Describe things that make them feel happy and positive (HE5, HE6)</p> <p>List people to talk to if support needed with feelings (HE9)</p>	<p>Use the 'Pants Rule' to state which parts of a body are private (RE26, RE27)</p> <p>Understand private parts should not be touched by others unless for a medical reason or help with keeping clean (RE26, RE27)</p> <p>Understand their body should not be touched by others without permission (RE27)</p> <p>Understand they cannot touch others without their permission (RE27)</p> <p>List people to go to if worried about something (RE32)</p>

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Year 2					
Aspiration / Ambition	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Respect / Compassion	Courage / Resilience / Perseverance	Responsibility
<p>Understand people make different choices about how to save and spend money</p> <p>Know the difference between needs and wants; sometimes people may not always be able to have the things they want</p> <p>List different jobs that people they know or people who work in the community do</p> <p>Identify some of the strengths and interests someone might need to do different jobs</p>	<p>Describe qualities of a good friend (RE8)</p> <p>Demonstrate some positive friendship skills including; sharing, co-operative play, taking turns, permission-seeking/giving and listening (RE8, RE19)</p> <p>Know why positive friendship skills are important in friendships (RE8, RE19)</p>	<p>Know how to make a phone call to emergency services and understand the rules for this (HE32)</p> <p>Understand about people who help us in the community and can describe their roles (HE32)</p>	<p>Describe what bullying is and why it is wrong (RE17)</p> <p>Recognise people may be similar and different to them in lots of ways including ethnicity, faith and family background (RE12)</p> <p>Explain why difference is something to be celebrated (RE12)</p> <p>Demonstrate how to show respect for others (RE12)</p>	<p>Identify times when they have felt really strong emotions, and describe what happened to their body and mind at these times (HE3, HE4)</p> <p>Know positive strategies for dealing with strong emotions and demonstrate these (HE3, HE4)</p> <p>List ways that people can care for their mental wellbeing (HE5, HE6)</p> <p>Recognise and describe how others feel by observing their face, body language and behaviour (HE2)</p>	<p>Know different groups that make up their community; what living in a community means</p> <p>Understand the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>

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Year 3					
Aspiration / Ambition	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Respect / Compassion	Courage / Resilience / Perseverance	Responsibility
<p>Identify different ways to pay for things and the choices people have about this</p> <p>Recognise people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>Recognise people make spending decisions based on priorities, needs and wants</p> <p>Understand ways of keeping money safe</p> <p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p>Understand sometimes there are problems within friendships (RE10)</p> <p>Demonstrate strategies to resolve friendship problems (RE10)</p> <p>Explain how someone might feel if they are left out (RE9)</p> <p>Demonstrate how to include people in friendships (RE9)</p>	<p>Demonstrate how to make a call to emergency services. (HE32)</p>	<p>Describe what bullying is and the harm it causes (RE17)</p> <p>Know strategies to respond to bullying or other negative behaviours they experience or witness (RE17)</p> <p>Listen and respect the view of others even if it differs from their own (RE8)</p>	<p>Recognise own strong emotions and know ways to manage these safely (HE2, HE4)</p> <p>Recognise feelings in others and respond appropriately (HE3)</p> <p>Understand change can provoke strong emotions (HE3)</p> <p>Identify and celebrate own positive qualities and skills and those of others (HE6)</p> <p>Understand mistakes are an opportunity to learn and develop (HE6)</p>	<p>Know what rules are, why they are needed, and why different rules are needed for different situations</p> <p>Understand how people and other living things have different needs and responsibilities of caring for them.</p> <p>Know things they can do to help look after their environment</p> <p>List different groups they belong to.</p> <p>Recognise the different roles and responsibilities people have in their community.</p>

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Year 4					
Aspiration / Ambition	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Respect / Compassion	Courage / Resilience / Perseverance	Responsibility
<p>Know there is a broad range of different jobs /careers that people can have and people often have more than one career/type of job during their life</p> <p>Identify the kind of job that they might like to do when they are older</p> <p>List some of the skills that will help them in their future careers e.g. Communication, teamwork, and negotiation</p> <p>Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice and people may choose to do voluntary work which is unpaid</p>	<p>Say what makes them a good friend (RE8)</p> <p>Describe qualities that they value in a friend (RE8)</p> <p>Resolve differences effectively (RE10)</p>	<p>Identify situations when it would be appropriate to make a call to emergency services (HE32)</p>	<p>Explain what a stereotype is (RE18)</p> <p>Recognise stereotypes and challenge them (RE18)</p> <p>Know that all genders and all people are equal and have equal rights (RE18)</p> <p>Confidently express views on different topics.</p> <p>Understand others may have different views and show respect for these (RE12, RE13)</p> <p>Recognise feelings of others and demonstrate care (RE12)</p>	<p>Know what mental wellbeing and mental ill health mean (HE1)</p> <p>Understand that many people experience mental ill health (HE1, HE10)</p> <p>Know there are lots of emotions and people's emotions change in different situations (HE2)</p> <p>Know change may cause them to have a range of feelings (HE4, HE7, HE8)</p> <p>Describe ways to deal with change positively (HE4, HE7, HE8)</p>	<p>Identify ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>

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Year 5					
Aspiration / Ambition	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Respect / Compassion	Courage / Resilience / Perseverance	Responsibility
<p>Understand different ways to keep track of money Identify risks associated with money (e.g. money can be won, lost or stolen) Know that people's spending decisions can affect others and the environment (e.g. Fair trade, single-use plastics, or giving to charity) Identify the ways money can impact on people's feelings and emotions Identify risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>	<p>Describe and demonstrate some features of healthy friendships (RE8) Describe some qualities of a trustworthy person and a trusting relationship (RE11)</p>	<p>Demonstrate basic first aid for common injuries (HE33)</p>	<p>Describe what a relationship is and give examples of the relationships they are involved in (RE13) Say what makes a healthy, respectful relationship (RE16) Understand the impact of bullying (RE17) Know what to do to stop bullying (RE17) Know that being a bystander to bullying is unacceptable (RE17) Understand difference between aggressive, assertive and passive behaviour (RE13) Identify when a relationship has become abusive and know who to talk to</p>	<p>Explain strategies for managing own feelings appropriately (HE3) Recognise range of emotions in others (HE3) Have vocabulary to explain the intensity of own feelings to others (HE3) Know what resilience is and have strategies to build own skills (HE6) Recognise when to seek support for own or others' mental wellbeing (HE9)</p>	<p>Recognise reasons for rules and laws and consequences of not adhering to rules and laws</p>

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Year 6

Aspiration / Ambition	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Respect / Compassion	Courage / Resilience / Perseverance	Responsibility
<p>Understand what might influence people's decisions about a job or career (e.g. personal interests, family connections to certain trades, strengths and qualities)</p> <p>Recognise stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>Recognise variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>Understand relationships may change over time and that new relationships and friendships can develop (RE7)</p> <p>Demonstrate skills needed to make new friends and manage changing friendships (RE10, RE11)</p> <p>Make others feel included (RE9)</p>	<p>Demonstrate basic first aid for CPR (HE33)</p>	<p>Identify strategies for resolving friendship and relationship disputes and conflict (RE10, RE13)</p> <p>Solve problems in a rational manner (RE10)</p> <p>Recognise and challenge discrimination, teasing, anti-social and aggressive behaviours in an appropriate way (RE12, RE16, RE17, RE18)</p> <p>Identify hate crime and know how to report it (RE12, RE16, RE17, RE18)</p> <p>Know places where people can go to get support if they are experiencing relationship difficulties</p>	<p>Identify signs of mental ill health (HE7, HE9, HE10)</p> <p>Know range of strategies to maintain and improve mental wellbeing (HE5, HE6)</p> <p>List people and organisations that can support them or others with their wellbeing and explain how to access them (HE9, HE10)</p>	<p>Recognise there are human rights, that are there to protect everyone</p> <p>Understand the relationship between rights and responsibilities</p>

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