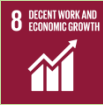


Week 1 Classroom Rules and Expectations  SDG 16 Peace and Justice	Week 8 Bonfire Night Safety Assembly Health and Wellbeing: Healthy Lifestyle 2  SDG 3 Good Health and Well-Being	Week 14 Zones of Regulation  SDG 3 Good health and Wellbeing	Week 20   Fairtrade Fortnight	Week 25 Catch up/ additional lesson opportunity/ PV opportunity Wellbeing	Week 31 World Oceans Day  SDG 14 Life below water
Week 2 Wellbeing Survey (Pupil Voice) ZONES OF REGULATION DAY  SDG 3 Good Health and Well-being	Week 9  Armistice Day Diversity Awareness Remembrance Sunday SDG 16 Peace and Justice	Week 15 Health and Wellbeing 3: Mental Health  SDG 3 Good Health and Well-being	Week 21 10:10 C1: Head, shoulders, knees and toes C2: Treat others well and Say Sorry C3: When things feel bad C4: Do you want a piece of cake?	Week 26 Health and Wellbeing 6 Drugs SDG 3 Good Health and Well-being 	Week 32 10:10 C1: Let's get real C2: The communities we live in C3: First Aid heroes C4: Giving assistance
Week 3 Health and Wellbeing: Healthy Lifestyle 1  SDG 3 Good Health and Well-being	Week 10 International Day of Tolerance British Values	Week 16 Relationships Managing hurtful behaviour and bullying SDG 5 Gender Equality   SDG 10 Reduced Inequality	Week 22 Living in the wider World 2 Communities Diversity Awareness : Benefits of living in a diverse community 	Week 27 10:10 C1: Ready Teddy C2: Good/bad secrets C3: Sharing/chatting Online C4: Self talk	Week 33 Mental Wellbeing – prep for transition
Week 4 International Day of the older person (1st October) Diversity Awareness  SDG 10 Reduced inequality	Week 11 KS1 NSPCC Pants KS2 NSPCC Speak out, stay safe Diversity Awareness World Children's Day	Week 17- 10:10 C1: I am Me C2: Special People C3: Friends, family and others C4: Under pressure	Week 23 Autism Awareness Diversity  SDG 10 Reduced inequality	Week 28 10:10 C1: I like, you like, we all like C2: Physical contact C3: Safe in my body C4: Impacted lifestyles	Week 34 Living in the wider world: Enterprise: Financial Education part 1 
Week 5 Living in the wider World 1 Shared Responsibilities  SDG 16 Peace and Justice	Week 12 British Values / Diversity  SDG 10 Reduced inequality	Week 18 Enterprise: Financial Education 'Justice'  Diversity Awareness : World Day of Social Justice	Week 24 Health and Wellbeing 5: Keeping safe 	Week 29 10:10 C1: Good feelings, bad feelings C2: Can you help me C3: Drugs, alcohol and tobacco C4: Making good choices	Week 35 Enterprise: Financial Education 'Generosity' 
Week 6  World Mental Health Day	Week 13 Community Charity at Christmas SDG 1 No poverty   SDG 2 Zero hunger	Week 19 Laudato Si and Pope Francis  SDG 13 Climate Action	Week 24 A Zones of Regulation C1- C3  Girl's Bodies/ Boy's Bodies C4	Week 30 TBC Catch up or additional content eg Pupil Voice	Week 36 Transition
Week 7  Zones of Regulation 1A	Chr St Joseph's SMILE Curriculum- YEAR A • Complete work in SMILE book • Consider which area of the curriculum you are developing (see colours below) • Additionally refer to: Primary Safety Skills Ladder; PSHCE Association Programme of Study; National Online Safety Scheme of Work and Education for a Connected World (for e-safety); a Catholic model RSE Curriculum and the Global Dimensions website • Theme runs across school but class specific work should look different (age-appropriate in content, skill, progression and maturity). Please discuss outcomes in Team meetings to ensure work isn't duplicated but progressive • Be cross-curricular – content knowledge can be PSHCE but skills could be Computing, English, Maths, Geography etc • Green: 'PSHCE Living in the Wider World' (respect for self and others; rights and responsibilities; different groups and communities; respecting diversity and equality; respecting and protecting the environment; money; enterprise. • Purple: Global Learning Linked to RE • Pink: PSHCE 'Health and Wellbeing' including 10:10 Catholic RSE (healthy lifestyle; physical, mental and emotional health and well-being; managing risk; keeping safe; managing change (including puberty, transition and loss); making informed choices; responding to emergencies. • Blue: PSHCE Relationships (developing and maintaining healthy relationships; recognising and managing emotion; recognising risky or negative behaviours; asking for help; respecting equality and diversity) including 10:10 Catholic RSE • Yellow: Diversity Awareness				
HALF TERM					SUMMER HOLIDAY

Week 1 Classroom Rules and Expectations Diversity awareness Sept: World Alzheimer's Day, Incl day of sign languages 	Week 8 Bonfire Night Safety Assembly  Health and Wellbeing: Healthy Lifestyle 2 Diversity awareness Nov: Armistice day, disability history month, incl day of tolerance, 13th World Kindness day	Week 14  Zones of Regulation Diversity awareness Jan: Celebration of life month, 16th World Religion day,	Week 20 10:10 C1: Ready Teddy C2: Clean and Healthy C3: What is puberty? C4: Spots and sleep	Week 25 Catch up/ additional lesson opportunity/ PV Wellbeing	Week 31 10:10 C1: Circle Time Games C2: The communities we live in C3: Life cycles C4: Making babies Part 2*
Week 2  Z.O.R	Week 9  Armistice Day	Week 15 Health and Wellbeing 3: Mental Health SDG 3 Good Health and Well-being 	Week 21 10:10 C1: I like, you like, we all like C2: Feelings likes and dislikes C3: Changing bodies + Discussion group C4: Body image	Week 26 Health and Wellbeing 6 Drugs 	Week 32 10:10 C1: Circle Time Games C2: Circle Time Games C3: Revisit changing bodies C4: Menstruation
Week 3 Health and Wellbeing 1: What is meant by a healthy lifestyle  SDG 3 Good Health and Well-being	Week 10 International Day of Tolerance British Values 	Week 16 Relationships Managing hurtful behaviour and bullying SDG 10 Reduced inequality SDG 5 Gender equality  	Week 22 Living in the wider World 2 Communities 	Week 27 10:10 C1: Good feelings, bad feelings C2: Feeling inside out C3: What am I feeling? C4: Funny feelings	Week 33 Mental Wellbeing – prep for transition
Week 4 World Maritime Day RE Link Apostleship of the Sea  SDG 14 Life below water	Week 11 NSPCC Lesson PANTS KS1  Speak Out, Stay Safe KS2	Week 17 Ourselves, growing and changing 	Week 23 Young Carers 	Week 28 10:10 C1: Let's get real C2: Super Suzy gets Angry C3: What am I looking at? C4: Emotional changes	Week 34 Living in the wider world: part 1  Generosity: Enterprise/ Risk
Week 5 Living in the wider World 1 Shared Responsibilities Diversity awareness October: Down syndrome month, black history month, global diversity awareness month, 10th – World Mental Health Day, 19th – int pronois day	Week 12 Zones of Regulation 2B Diversity awareness Dec: Universal month for Human Rights, 3rd – int'l day of persons with disabilities	Week 18 Enterprise: Financial Education 'Thankfulness'  Diversity awareness Feb: 3rd Time to talk day, children's mental health week 7 – 13th.	Week 24 Health and Wellbeing 5: Keeping safe SDG 3 Good Health and Well-being 	Week 29 10:10 C1: Growing up C2: The cycle of life C3: I am thankful C4: Making Babies Part 1*	Week 35 Enterprise: Financial Education 'Wisdom' 
Week 6 World Mental Health Day 	Week 13 Human Rights Day  SDG 1 No poverty   SDG 2 Zero hunger	Week 19 10:10 C1: Head, shoulders, knees and toes C2: Girls and boys C3: Respecting our bodies C4: Girls bodies/boys bodies	Week 24A 10:10 C4: Girls bodies/boys bodies C1-C3 Zones of Regulation 3B 	Week 30 Catch up/ additional lesson	Week 36 Transition
Week 7 Families and close positive relationships	Christmas	Half Term			
HALF TERM	St Joseph's SMILE Curriculum- YEAR B • Complete work in SMILE book • Consider which area of the curriculum you are developing (see colours below) • Additionally refer to: Primary Safety Skills Ladder; PSHCE Association Programme of Study; National Online Safety Scheme of Work and Education for a Connected World (for e-safety); a Catholic model RSE Curriculum and the Global Dimensions website • Theme runs across school but class specific work should look different (age-appropriate in content, skill, progression and maturity). • Be cross-curricular – content knowledge can be PSHCE but skills could be Computing, English, Maths, Geography etc • Green: Global Learning Theme or 'PSHCE Living in the Wider World' (respect for self and others; rights and responsibilities; different groups and communities; respecting diversity and equality; respecting and protecting the environment; money; enterprise. • Purple: Global Learning Linked to RE • Pink: PSHCE 'Health and Wellbeing' including Catholic 10:10 RSE (healthy lifestyle; physical, mental and emotional health and well-being; managing risk; keeping safe; managing change (including puberty, transition and loss); making informed choices; responding to emergencies. • Blue: PSHCE Relationships (developing and maintaining healthy relationships; recognising and managing emotion; recognising risky or negative behaviours; asking for help; respecting equality and diversity) 10:10 Catholic RSE • Yellow: Diversity/ British Values				
					SUMMER HOLIDAY

CORE THEME	Created and Loved by God				Created to Love Others			Created to Live in Community	
TOPIC	Religious Understanding	Me, my body, my health	Emotional well-being	Life cycles	Religious Understanding	Personal Relationships	Keeping Safe	Religious Understanding	Living in the Wider World
KEY STAGE ONE	Story Sessions: Born Out of Love (Kester’s Adventures)	Session 1: I Am Unique (Me)	Session 4: Feelings, Likes and Dislikes	Session 7: The Cycle of Life	Session 8: God Loves You	Session 9: Special People	Session 12: Being Safe	Session 15: Trinity House	Session 17: The Communities We Live In
		Session 2: Girls and Boys (My Body)	Session 5: Actions and Behaviour I			Session 10: Treat Others Well...	Session 13: Good Secrets & Bad Secrets	Session 16: Who Is My Neighbour?	
		Session 3: Clean & Healthy (My Health)	Session 6: Actions and Behaviours II			Session 11: ...and Say Sorry	Session 14: Physical Contact		
LOWER KEY STAGE TWO	Story Sessions: Designed for a Purpose	Session 2: Sophie and Aidan – Part One	Session 5: What Am I Feeling?	Session 8: Life Cycles	Story Sessions: Jesus, My Friend	Session 9: Friends, Family and Others	Session 12: Sharing Online	Session 15: Trinity House	Session 17: How Do I Love Others?
		Session 3: Sophie and Aidan – Part Two	Session 6: What Am I Looking At? (Media)			Session 10: When Things Feel Bad	Session 13: Chatting Online	Session 16: What is the Church?	
		Session 1: Sacraments	Session 4: TBC			Session 7: Don’t Tell Me What To Do!	Session 11: When Things Change		
UPPER KEY STAGE TWO	Session 1: Jesus is a Sign	Session 4: Me	Session 7: Pressure	Session 10: Child of God	Session 12: The Gift (Marriage)	Session 13: Pressure	Session 16: Sharing Online	Session 19: Trinity House	Session 21: TBC
	Session 2: Sacraments Are a Sign	Session 5: My Body	Session 8: Behaviour	Session 11: Menstruation		Session 14: Cara’s Story	Session 17: Chatting Online	Session 20: Catholic Social Teaching	
	Session 3: My Body is a Sign	Session 6: My Health	Session 9: Emotional Changes			Session 15: Self-Talk	Session 18: Physical Contact		

10:10 RSE Curriculum

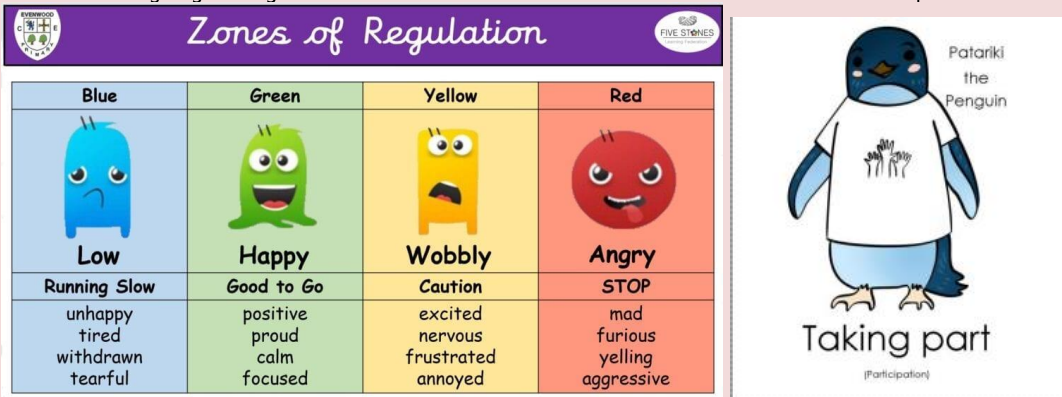
This is our RSE Curriculum- we teach this on a two year rolling cycle- splitting sessions from each key stage over two years. Some of these lessons are taught in RE but the majority are taught and mapped across the SMILE curriculum.

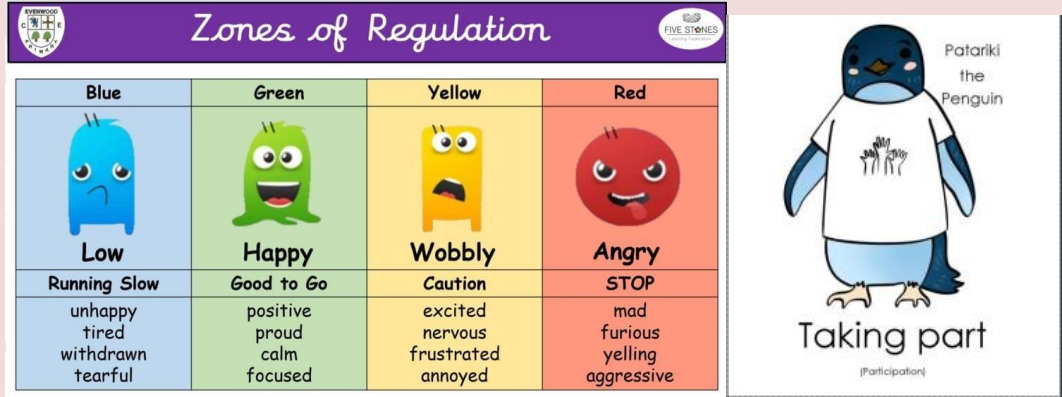
Year A	Week 1
Theme: Classroom Rules and Expectations This lesson will culminate in classes making their classroom rules for the academic year. It will also be an opportunity to evaluate whole school rules. Older classes will consider why different rules are needed in different situations. Additional activities might be looking at positive reward systems within your class (or across the school). Behaviour and consequences could be discussed and decided upon- the school behaviour policy could be used. The eldest children will look additional at ‘Laws’ of Great Britain and explore how our laws are made and the processes for this.	Assembly Leader Notes: Why are rules important? What makes our school happy? Our classrooms happy? What helps us to learn? https://www.assemblies.org.uk/pri/402/rules DIVERSITY LINK
Class 1: - I play a full part in the life of my classroom (PSL Y1) - I can agree and follow rules for my group and classroom (PSL Y1) - To recognise safe and unsafe situations and ways of keeping safe, including simple rules - That saying sorry is important	Class 2: - I play a full part in the life of my classroom (PSL Y1) - I can agree and follow rules for my group and classroom (PSL Y1) - I can contribute to the life of the class and the school (PSL Y2) - Jesus cared for others - That saying sorry is important
Class 3: - I can participate in making and changing rules (PSL Y3) - I know why different rules are needed in different situations (PSL Y3)	Class 4: - I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (PSL Y6) - I understand the school rules and consequences

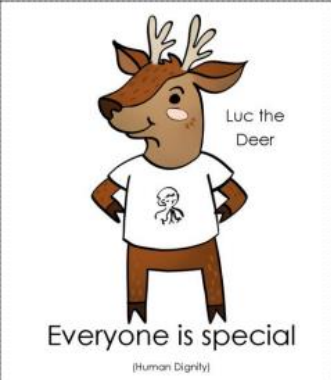
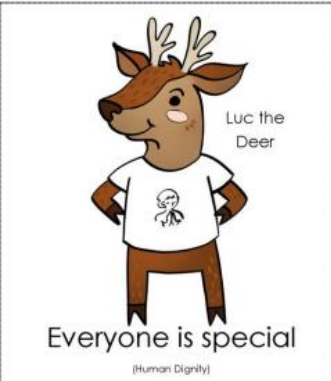


Year B	Week 1
Theme: Classroom Rules and Expectations This lesson will culminate in classes making their classroom rules for the academic year. It will also be an opportunity to evaluate whole school rules. Older classes will consider why different rules are needed in different situations. Additional activities might be looking at positive reward systems within your class (or across the school). Behaviour and consequences could be discussed and decided upon- the school behaviour policy could be used. The eldest children will look additional at ‘Laws’ of Great Britain and explore how our laws are made and the processes for this.	Assembly Leader Notes: How rules make us grow and flourish https://www.assemblies.org.uk/pri/200/rules-for-life
Class 1: - I play a full part in the life of my classroom (PSL Y1) - I can agree and follow rules for my group and classroom (PSL Y1) - To recognise safe and unsafe situations and ways of keeping safe, including simple rules	Class 2: - I play a full part in the life of my classroom (PSL Y1) - I can agree and follow rules for my group and classroom (PSL Y1) - I can contribute to the life of the class and the school (PSL Y2) - That we should love other people in the same way Jesus loves us
Class 3: - I can participate in making and changing rules (PSL Y3) - I can take increasing responsibility for my own choices, behaviour and safety and realise that actions have consequences (PSL Y4) - That we should love other people in the same way Jesus loves us	Class 4: - I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (PSL Y6) - That we should love other people in the same way Jesus loves us - I am familiar with our school behaviour policy and understand the rules and consequences



Year A		Week 2	
Theme: Zones of Regulation Students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities		Assembly Leader Notes: Zones of Regulation Whole School Assembly – SENCO  The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.	
			
Class 1: - I can recognise the 4 colours of the Z.O.R - I can recognise some facial expressions - I can identify which emotions belong in each zone		Class 2: - I can recognise some of my own emotions/ physiological sensations - I can recognise how my emotions/ actions affect others	
Class 3: - I can explain what the 4 Z.O.R are - I can recognise which zone I am in and where I need to be - I can explain ways in which I can help myself move through the zones		Class 4: - I can identify my own and other's emotions - I can recognise my own triggers for emotions - I can identify the size of a problem and use appropriate strategies to deal with them	

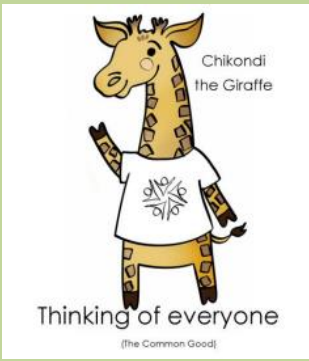
Year B		Week 2	
Theme: Zones of Regulation Students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities		Assembly Leader Notes: Zones of Regulation Whole School Assembly SENCO  The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.	
			
Class 1: - I can identify the 4 colours of the Z.O.R - I can recognise a range of emotions		Class 2: - I can recognise a range of my own emotions - I can identify which zone I am in	
Class 3: - I can identify which zone I am in and how to seek support - I know which zone I need to be in - I recognise that my emotions and actions affect those around me		Class 4: - I recognise triggers for my own emotions and have strategies to help me self-regulate - I recognise other's emotions and when they may need support - To recognise increasing independence brings increased responsibility to keep themselves and others safe (emotionally and physically.)	

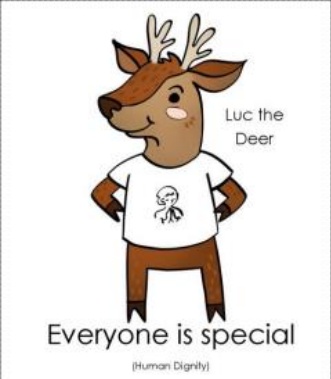
Year A		Week 3	
Theme: Health and Wellbeing Healthy Lifestyle 1 CST- Human Dignity ‘We are beautifully all made in the image and likeness of God.		Assembly Leader Notes: 	
			
Class 1: - H1. about what keeping healthy means; different ways to keep healthy - H2. about foods that support good health and the risks of eating too much sugar - H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday <i>We are made by God and are special</i> <i>What constitutes a healthy lifestyle</i>		Class 2: - H4. about why sleep is important and different ways to rest and relax <i>Ways of expressing gratitude to God</i>	
Class 3: - H1. how to make informed decisions about health - H2. about the elements of a balanced, healthy lifestyle - H3. about choices that support a healthy lifestyle, and recognise what might influence these <i>We are special people made in the image and likeness of God</i> <i>Life is precious and their body is God’s gift to them</i>		Class 4: - H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn <i>Prayer and worship are ways of nourishing their relationship with God</i> <i>How to make informed choices that have an impact on their health</i>	
Year B		Week 3	
Theme: Health and Wellbeing Healthy Lifestyle 1 CST- Human Dignity ‘We are beautifully all made in the image and likeness of God.		Assembly Leader Notes: 	
			
Class 1: - H5. simple hygiene routines that can stop germs from spreading - H10. about the people who help us to stay physically healthy <i>We are made by God and are special</i> <i>What constitutes a healthy lifestyle</i>		Class 2: - H5. simple hygiene routines that can stop germs from spreading - H10. about the people who help us to stay physically healthy <i>How to maintain personal hygiene</i> <i>What constitutes a healthy lifestyle</i>	
Class 3: - H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle - H5. about what good physical health means; how to recognise early signs of physical illness <i>Strategies to develop self-confidence and self-esteem</i>		Class 4: - H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread <i>That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce spread</i>	

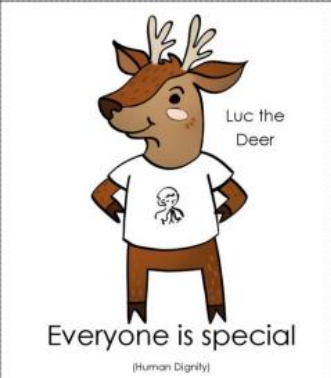
Year A		Week 4																						
Theme: Global Learning linked to RE International Day of the Older Person (1st October) CST- Solidarity- God created us as one global family called to support our brothers and sisters. 		Assembly Leader Notes: <table><tr><th colspan="3">Driver words</th></tr><tr><th></th><th>AT1 - learning about</th><th>AT2 - learning from</th></tr><tr><td>L1</td><td>Recognise</td><td>Talk about</td></tr><tr><td>L2</td><td>Describe</td><td>Ask</td></tr><tr><td>L3</td><td>Give reasons</td><td>Make links</td></tr><tr><td>L4</td><td>Show understanding</td><td>Engage and respond</td></tr><tr><td>L5</td><td>Identify and explain</td><td>Explain</td></tr></table>		Driver words				AT1 - learning about	AT2 - learning from	L1	Recognise	Talk about	L2	Describe	Ask	L3	Give reasons	Make links	L4	Show understanding	Engage and respond	L5	Identify and explain	Explain
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L4	Show understanding	Engage and respond																						
L5	Identify and explain	Explain																						
Class 1: - To identify older people in their lives eg grandparents/ great-grandparents Class 3: - To identify older people in our community and what their lives may be like eg care homes		Class 2: - To describe the older people in their lives and why they are special Class 4: - To value the role of the older person/ challenge stereotypes - To have an awareness of dementia through our inter-generational community links																						

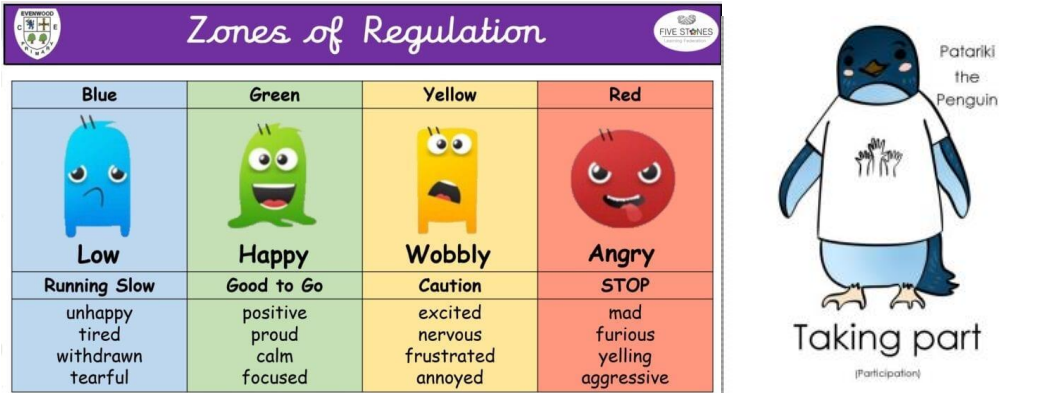
Year B		Week 4																						
Theme: Global Learning linked to RE World Maritime Day (27th September) CST- Solidarity- God created us as one global family called to support our brothers and sisters. 		Assembly Leader Notes: Speaker – Port / Lifeboat / Trinity House <table><tr><th colspan="3">Driver words</th></tr><tr><th></th><th>AT1 - learning about</th><th>AT2 - learning from</th></tr><tr><td>L1</td><td>Recognise</td><td>Talk about</td></tr><tr><td>L2</td><td>Describe</td><td>Ask</td></tr><tr><td>L3</td><td>Give reasons</td><td>Make links</td></tr><tr><td>L4</td><td>Show understanding</td><td>Engage and respond</td></tr><tr><td>L5</td><td>Identify and explain</td><td>Explain</td></tr></table>		Driver words				AT1 - learning about	AT2 - learning from	L1	Recognise	Talk about	L2	Describe	Ask	L3	Give reasons	Make links	L4	Show understanding	Engage and respond	L5	Identify and explain	Explain
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L4	Show understanding	Engage and respond																						
L5	Identify and explain	Explain																						
Class 1: - To recognise that Harwich is a seaside town Class 3: - To recognise the contribution of the people who work at sea		Class 2: - To recognise that Harwich is a shipping port Class 4: - New technologies for greener shipping - Awareness of the range of roles of seafaring.																						

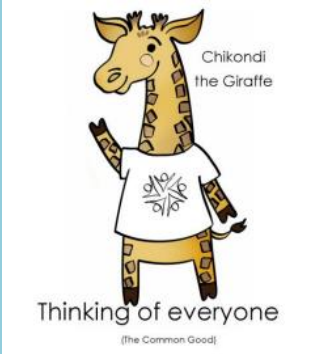
Year A	Week 5
Theme: Living in the Wider World 1 Shared Responsibilities CST: Common Good: We are called to work for the good of each and of all. 	Assembly Leader Notes:
Class 1: - L1. about what rules are, why they are needed, and why different rules are needed for different situations - That their behaviour has an impact on the communities to which they belong	Class 2: - L2. how people and other living things have different needs; about the responsibilities of caring for them - That their behaviour has an impact on the communities to which they belong
Class 3: L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	Class 4: L4. 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

Year B	Week 5
Theme: Living in the Wider World 1 Shared Responsibilities CST: Common Good: We are called to work for the good of each and of all. 	Assembly Leader Notes: Diversity awareness October: Down syndrome month, black history month, global diversity awareness month. 10th – World Mental Health Day 19th – intl pronouns day
Class 1: - L1. about what rules are, why they are needed, and why different rules are needed for different situations - That their behaviour has an impact on the communities to which they belong	Class 2: - L3. about things they can do to help look after their environment - That their behaviour has an impact on the communities to which they belong - About what harms and improves the world in which they live
Class 3: - L2. to recognise there are human rights, that are there to protect everyone - L3. about the relationship between rights and responsibilities	Class 4: L5. 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)

Year A		Week 6	
Theme: World Mental Health Day CST- Human Dignity 'We are beautifully all made in the image and likeness of God.  		Assembly Leader Notes: World Mental Health Day	
Class 1: - To recognise that we have mental health as well as physical health. - Mental Wellbeing opportunity eg nature walk		Class 2: - To recognise the importance of mental good health - Mental Wellbeing opportunity eg beach walk	
Class 3: - To identify some features of mental good health/ ill health - Mental Wellbeing opportunity eg mindful walk – use the 5 senses to be in touch with our surroundings eg hearing the birds sing, feeling warmth on our skin		Class 4: - I understand why mental health and wellbeing is a global priority - Mental Wellbeing opportunity eg walk and talk about our feelings	

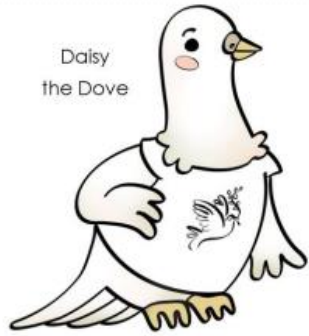
Year B		Week 6	
Theme: World Mental Health Day CST- Human Dignity 'We are beautifully all made in the image and likeness of God.  		Assembly Leader Notes:	
Class 1: - I understand we have mental health as well as physical health and can identify some features - Mental Health Day Activity		Class 2: - I can identify what mental good health is - Mental Health Day Activity	
Class 3: - I recognise the importance of mental good health - Mental Health Day Activity		Class 4: - I understand the importance of talking about mental good health/ mental poor health - Mental Health Day Activity	

Year A		Week 7	
Zones of Regulation 1A Students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities		Assembly Leader Notes: Zones of Regulation Whole School Assembly – SENCO  The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.	
		Class 2:	
Class 1:		Class 4:	
Activities 1A		Activities 1A	
Class 3:		Class 2:	
Activities 1A		Activities 1A	

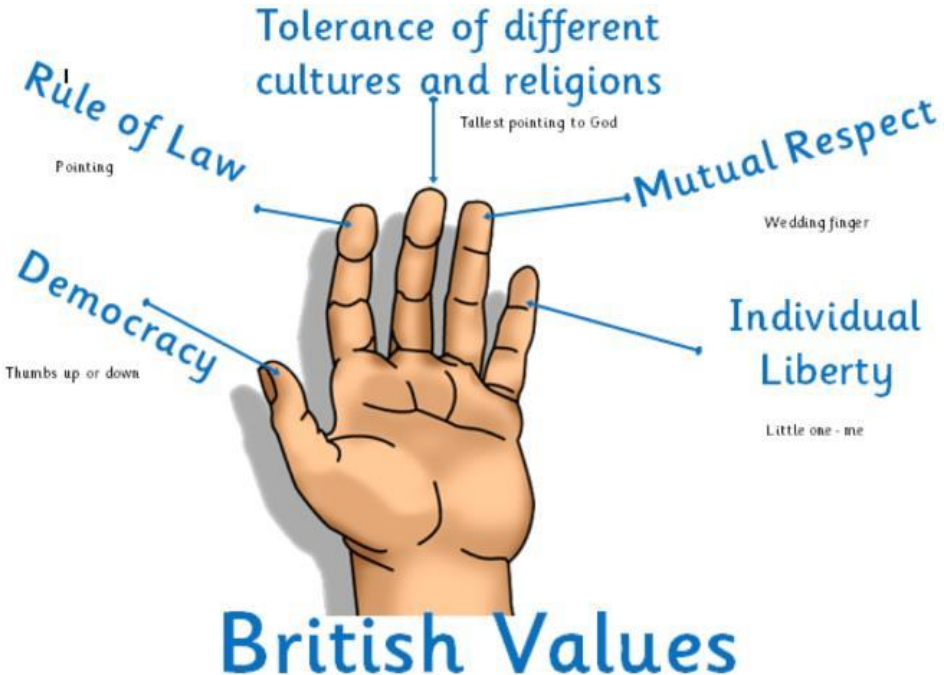
Year B		Week 7	
Theme: Relationships 1: Families and close positive relationships CST: Common Good: We are called to work for the good of each and of all. 		Assembly Leader Notes:	
Class 1:		Class 2:	
- R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives - R2. to identify the people who love and care for them and what they do to help them feel cared for - To identify special people and what makes them special		- R3. about different types of families including those that may be different to their own - R4. to identify common features of family life - R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried - There are different family structures and these should be respected - Families should be a place of love - The importance of spending time with your family	
Class 3:		Class 4:	
- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart - R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another - R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability - R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty - Families should be a place of love - The importance of spending time with your family - There are different types of relationships including those between acquaintances, friends, relatives and family		- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) - R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different - R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong - R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others - Marriage represents a formal and legally recognised commitment - For the Church, marriage has a special significance as one of the sacraments - How to maintain positive relationships and strategies to use when relationships go wrong	

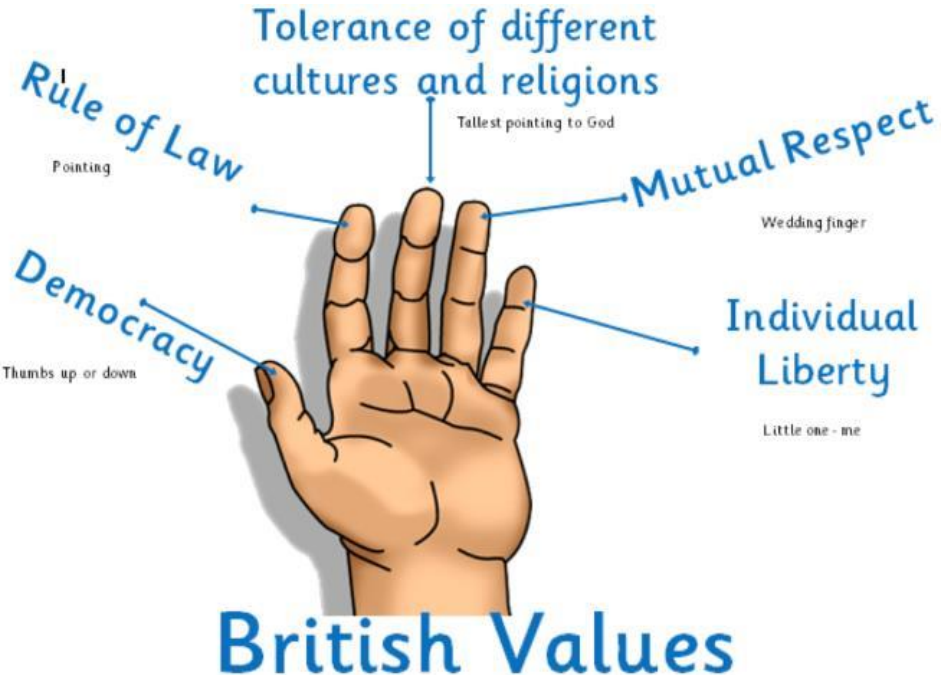
Year A	Week 8
Theme: Health and Wellbeing Healthy Lifestyle 2 CST- Human Dignity 'We are beautifully all made in the image and likeness of God. 	Assembly Leader Notes: Outside speaker – Bonfire safety
Class 1: - H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy - H10. about the people who help us to stay physically healthy We are all unique individuals	Class 2: - H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy - H10. about the people who help us to stay physically healthy Choices have consequences
Class 3: - H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) Life is precious and their body is God's gift to them	Class 4: - H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed Life is precious and their body is God's gift to them

Year B	Week 8
Theme: Health and Wellbeing Healthy Lifestyle 2 CST- Human Dignity 'We are beautifully all made in the image and likeness of God. 	Assembly Leader Notes: Outside speaker – Bonfire safety Diversity awareness October: Down syndrome month, black history month, global diversity awareness month. 10th – World Mental Health Day 19th – intl pronouns day
Class 1: - H8. how to keep safe in the sun and protect skin from sun damage We are all unique individuals The names of external body parts	Class 2: - H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV A basic understanding of feelings and actions are two different things That we all have different likes and dislikes
Class 3: - H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. - H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle Life is precious and their body is God's gift to them	Class 4: - H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer Life is precious and their body is God's gift to them

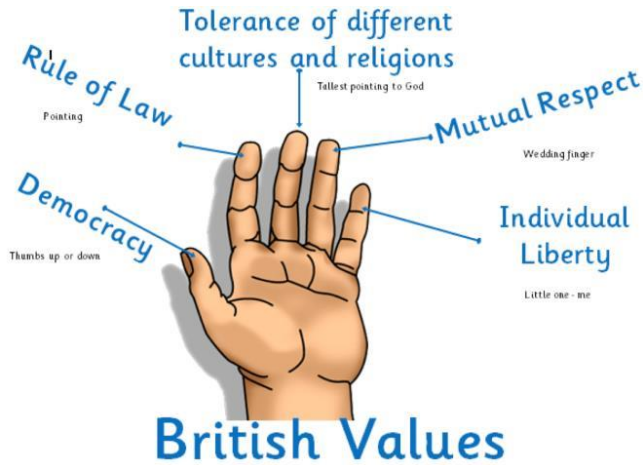
Year A		Week 9																						
Theme: Global Learning linked to RE Armistice Day 16 PEACE, JUSTICE AND STRONG INSTITUTIONS  Daisy the Dove  Being peacemakers (Promoting Peace)		Assembly Leader Notes: Whole School Armistice Assembly and 2 min silence <table><tr><th colspan="3">Driver words</th></tr><tr><th></th><th>AT1 - learning about</th><th>AT2 - learning from</th></tr><tr><td>L1</td><td>Recognise</td><td>Talk about</td></tr><tr><td>L2</td><td>Describe</td><td>Ask</td></tr><tr><td>L3</td><td>Give reasons</td><td>Make links</td></tr><tr><td>L4</td><td>Show understanding</td><td>Engage and respond</td></tr><tr><td>L5</td><td>Identify and explain</td><td>Explain</td></tr></table>		Driver words				AT1 - learning about	AT2 - learning from	L1	Recognise	Talk about	L2	Describe	Ask	L3	Give reasons	Make links	L4	Show understanding	Engage and respond	L5	Identify and explain	Explain
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Class 1: Why we wear poppies to remember		Class 2: I understand what remembrance is and why it is important																						
Class 3: I understand that Armistice means an end of war/ that parties agree to stop fighting		Class 4: I understand that people have lost their lives through war and continue to do so																						

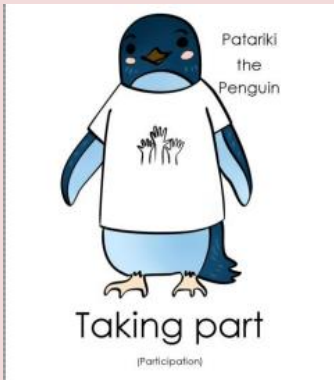
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Class 1: I know we wear poppies to remember		Class 2: I know why there are different coloured poppies																						
Class 3: I know the role of the British Legion and why we wear poppies to support this charity		Class 4: I know that lives continue to be lost through conflict globally																						

Year A	Week 10
Theme: Global Learning linked to RE International Day of Tolerance British Values CST: We can be God's instruments of peace through seeking justice. 	Assembly Leader Notes: 
Class 1: • Introduce tolerance and respect as a British Value • I understand how to be kind to others through my words and actions	Class 2: • I recognise that we are all special • I respect other's differences
Class 3: • I recognise diversity in my community • I understand that we are all equal	Class 4: • I recognise that we are all part of a diverse global community • I respect other's beliefs, cultures and differences

Year B	Week 10
Theme: Global Learning linked to RE International Day of Tolerance British Values CST: We can be God's instruments of peace through seeking justice. 	Assembly Leader Notes: 
Class 1: • I recognise that we are all unique	Class 2: • I know what makes me special • I recognise what qualities/ features I share with others
Class 3: • I respect the views/ beliefs of others even when they are different to my own	Class 4: • I understand the importance of tolerance and respect for others both in my community and globally • I can identify a range of religions in GB and globally

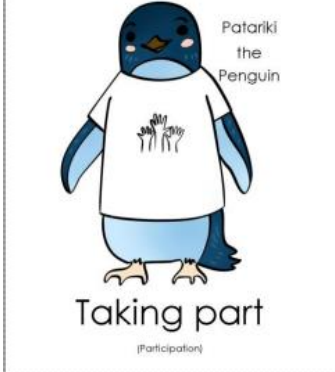
Year A		Week 11	
Theme: NSPCC PANTS KS1, NSPCC Speak out, Stay safe! KS2 Parents to be notified prior to this lesson taking place in writing NSPCC Lessons and resources are used for this lesson CST- Human Dignity ‘We are beautifully all made in the image and likeness of God.		Assembly Leader Notes: NSPCC PANTS NSPCC Speak Out, Stay Safe!	
			
Class 1: - I understand parts of my body are private, they are the parts covered by my pants. - I know who some trusted adults are at home and school		Class 2: - I can use the correct words for the private parts of my body - I understand the PANTS message (eg privates are private) - I can identify trusted adults at home and school	
Class 3: - I understand that there are ways to seek help if I am worried or concerned about a range of issues eg bullying, abuse - I know how to seek help at home/ school and can name trusted adults in my life - I can identify some support services eg ChildLine and know how to contact them		Class 4: - I understand the Speak out, Stay safe message and know how to seek help and support - I know how to access a range of support services such as ChildLine - I know how to keep myself safe online - I have a range of trusted adults I can speak to if I need support with any worries or concerns - I can tell others how to seek support	
Year B		Week 11	
Theme: NSPCC Lesson – PANTS KS1, Speak out, Stay safe KS2 Parents to be notified in writing prior to this lesson NSPCC online resources used for this lesson CST- Human Dignity ‘We are beautifully all made in the image and likeness of God.		Assembly Leader Notes: NSPCC PANTS NSPCC Speak Out, Stay Safe!	
			
Class 1: All Classes as Year A for this session		Class 2:	
Class 3:		Class 4:	

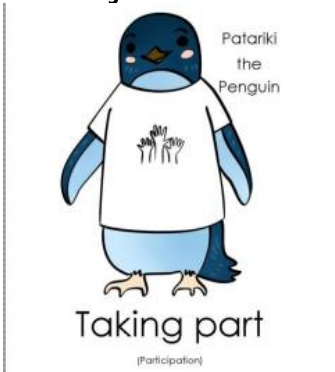
Year A		Week 12	
Theme: British Values- Diversity – Diversity Mark CST: Human Dignity: We are beautifully made in the image and likeness of God.  		Assembly Leader Notes: 	
Class 1: Use a story to explore diversity and inclusion		Class 2: Use a story to explore diversity and inclusion	
Class 3: Use a story to explore diversity and inclusion		Class 4: https://mentallyhealthyschools.org.uk/resources/diversity-lesson-plan-for-11-14-year-olds/ - Understand our country has a diverse population - Know where our diversity comes from - Appreciate the benefits of diversity and celebrate difference	

Year B		Week 12																	
Theme: Zones of Regulation Lesson 2B CST: Participation: We all have the right and duty to participate fully in society.  <table border="1"> <thead> <tr> <th>Blue</th><th>Green</th><th>Yellow</th><th>Red</th></tr> </thead> <tbody> <tr> <td> Low</td><td> Happy</td><td> Wobbly</td><td> Angry</td></tr> <tr> <td>Running Slow</td><td>Good to Go</td><td>Caution</td><td>STOP</td></tr> <tr> <td>unhappy tired withdrawn tearful</td><td>positive proud calm focused</td><td>excited nervous frustrated annoyed</td><td>mad furious yelling aggressive</td></tr> </tbody> </table> 		Blue	Green	Yellow	Red	 Low	 Happy	 Wobbly	 Angry	Running Slow	Good to Go	Caution	STOP	unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive	Assembly Leader Notes: The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.	
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Class 1: Lesson 2B - I can recognise some emotions and name them - I know it is fine to experience a range of emotions		Class 2: Lesson 2B - I recognise which zone I am in - I recognise a range of emotions in myself and others																	
Class 3: Lesson 2B - I am developing strategies to cope with my emotions - I know who to ask for help when I am struggling with my emotions		Class 4: Lesson 2B - I recognise some triggers for my emotions - I can seek help from others - I have some strategies to help me cope with my emotions and know how to use them																	

Year A		Week 13																						
Theme: Global Learning linked to RE Christmas Charity CST: Preferential option for the poor; The needs of the poor and vulnerable should be put first. 1 NO POVERTY  2 ZERO HUNGER  		Assembly Leader Notes: Outside speaker from local charity <table><tr><th colspan="3">Driver words</th></tr><tr><th></th><th>AT1 - learning about</th><th>AT2 - learning from</th></tr><tr><td>L1</td><td>Recognise</td><td>Talk about</td></tr><tr><td>L2</td><td>Describe</td><td>Ask</td></tr><tr><td>L3</td><td>Give reasons</td><td>Make links</td></tr><tr><td>L4</td><td>Show understanding</td><td>Engage and respond</td></tr><tr><td>L5</td><td>Identify and explain</td><td>Explain</td></tr></table>		Driver words				AT1 - learning about	AT2 - learning from	L1	Recognise	Talk about	L2	Describe	Ask	L3	Give reasons	Make links	L4	Show understanding	Engage and respond	L5	Identify and explain	Explain
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Class 1: Charity themed activity eg cards for care homes		Class 2: - Charity themed activity - I understand that there are people in my community who may be seeking help from charities such as the assembly focus																						
Class 3: - Charity themed activity - I understand some of the ways I can help others		Class 4: - Charity themed activity - I recognise the role of charities in my community and globally																						

Year B		Week 13																						
Theme: Global Learning linked to RE Christmas Charity CST: Preferential option for the poor; The needs of the poor and vulnerable should be put first. 1 NO POVERTY  2 ZERO HUNGER   Poppy the Pōpokotea Putting people in most need first (Option for the Poor)		Assembly Leader Notes: Outside speaker from local charity <table><tr><th colspan="3">Driver words</th></tr><tr><th></th><th>AT1 - learning about</th><th>AT2 - learning from</th></tr><tr><td>L1</td><td>Recognise</td><td>Talk about</td></tr><tr><td>L2</td><td>Describe</td><td>Ask</td></tr><tr><td>L3</td><td>Give reasons</td><td>Make links</td></tr><tr><td>L4</td><td>Show understanding</td><td>Engage and respond</td></tr><tr><td>L5</td><td>Identify and explain</td><td>Explain</td></tr></table>		Driver words				AT1 - learning about	AT2 - learning from	L1	Recognise	Talk about	L2	Describe	Ask	L3	Give reasons	Make links	L4	Show understanding	Engage and respond	L5	Identify and explain	Explain
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Class 1: - Charity themed activity - I can talk about our charity assembly		Class 2: - Charity themed activity - I can talk about the role of the charity in the community that we learned about in assembly																						
Class 3: - Charity themed activity - I understand the importance of charity in our community		Class 4: - Charity themed activity - I understand the role of charities in our community and locally																						

Year A		Week 14																					
Theme: Zones of Regulation CST: Participation: We all have the right and duty to participate fully in society. <table border="1"> <thead> <tr> <th>Blue</th><th>Green</th><th>Yellow</th><th>Red</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td>Low</td><td>Happy</td><td>Wobbly</td><td>Angry</td></tr> <tr> <td>Running Slow</td><td>Good to Go</td><td>Caution</td><td>STOP</td></tr> <tr> <td>unhappy tired withdrawn tearful</td><td>positive proud calm focused</td><td>excited nervous frustrated annoyed</td><td>mad furious yelling aggressive</td></tr> </tbody> </table>		Blue	Green	Yellow	Red					Low	Happy	Wobbly	Angry	Running Slow	Good to Go	Caution	STOP	unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive	Assembly Leader Notes: 	
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Class 1: - I can recognise a range of emotions and name them - I can recognise some of my own emotions		Class 2: - I recognise which zone I am in and can identify why - I understand that it is fine to experience a range of emotions																					
Class 3: - I understand that my emotions/ actions can affect others - I am developing strategies to cope with my emotions		Class 4: - I recognise my own and other's emotions - I understand the importance of seeking help and who from if I cannot self-regulate																					

Year B		Week 14																					
Theme: Zones of Regulation bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation. CST: Participation: We all have the right and duty to participate fully in society. <table border="1"> <thead> <tr> <th>Blue</th><th>Green</th><th>Yellow</th><th>Red</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td>Low</td><td>Happy</td><td>Wobbly</td><td>Angry</td></tr> <tr> <td>Running Slow</td><td>Good to Go</td><td>Caution</td><td>STOP</td></tr> <tr> <td>unhappy tired withdrawn tearful</td><td>positive proud calm focused</td><td>excited nervous frustrated annoyed</td><td>mad furious yelling aggressive</td></tr> </tbody> </table>		Blue	Green	Yellow	Red					Low	Happy	Wobbly	Angry	Running Slow	Good to Go	Caution	STOP	unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive	Assembly Leader Notes: 	
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Class 3: - I am developing strategies to cope with my emotions - I know who to ask for help when I am struggling with my emotions		Class 4: - I recognise some triggers for my emotions - I can seek help from others - I have some strategies to help me cope with my emotions and know how to use them																					

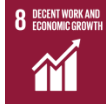
Year A	Week 15
Theme: Health and Wellbeing Mental Health CST: Human Dignity: We are beautifully made in the image and likeness of God. 	Assembly Leader Notes:
Class 1: - H11. about different feelings that humans can experience - H12. how to recognise and name different feelings - H13. how feelings can affect people's bodies and how they behave - H14. how to recognise what others might be feeling - A language to describe feelings	Class 2: - H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things - H16. about ways of sharing feelings; a range of words to describe feelings - H17. about things that help people feel good (e.g. playing outs) - A language to describe feelings
Class 3: - H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health - H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing - Their emotions may change as they approach and as they grow and move through puberty	Class 4: - H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations - H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others - H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult - To recognise how images in the media do not always reflect reality and can affect how people feel about themselves

Year B	Week 15
Theme: Health and Wellbeing Mental Health CST: Human Dignity: We are beautifully made in the image and likeness of God. 	Assembly Leader Notes:
Class 1: - H11. about different feelings that humans can experience - H12. how to recognise and name different feelings - H13. how feelings can affect people's bodies and how they behave - H14. how to recognise what others might be feeling - A language to describe feelings	Class 2: - H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good - H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it - H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better - A language to describe feelings
Class 3: - H17. to recognise that feelings can change over time and range in intensity - H18. about everyday things that affect feelings and the importance of expressing feelings - H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; - To extend their vocabulary to deepen their understanding of the range and intensity of their feelings - What positively and negatively affects their physical, mental and emotional health	Class 4: - H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement - H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools - That some behaviour is unacceptable, unhealthy or risky - Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources

Year A		Week 16	
Theme: Relationships 3: Managing hurtful behaviour and bullying CST: Common Good: We are called to work for the good of each and of all. 5 GENDER EQUALITY 10 REDUCED INEQUALITIES		Assembly Leader Notes: Chikondi the Giraffe Thinking of everyone (The Common Good)	
Class 1: - R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online - R11. about how people may feel if they experience hurtful behaviour or bullying		Class 2: - R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online - R11. about how people may feel if they experience hurtful behaviour or bullying - R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	
Class 3: R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour		Class 4: R21. about discrimination: what it means and how to challenge it	

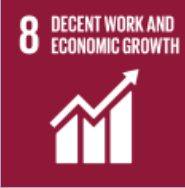
Year B		Week 16	
Theme: Relationships 3: Managing hurtful behaviour and bullying CST: Common Good: We are called to work for the good of each and of all. 10 REDUCED INEQUALITIES 5 GENDER EQUALITY		Assembly Leader Notes: Chikondi the Giraffe Thinking of everyone (The Common Good)	
Class 1: - R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online - R11. about how people may feel if they experience hurtful behaviour or bullying		Class 2: - R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online - R11. about how people may feel if they experience hurtful behaviour or bullying - R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	
Class 3: R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support		Class 4: R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	

Year A		Week 17	
Theme: 10:10 Ourselves, growing and changing CST: Human Dignity: We are beautifully made in the image and likeness of God.		Assembly Leader Notes: C1: I am Me C2: Special People C3: Friends, family and others C4: Under pressure	
			
Class 1: C1: I am Me This session helps children learn that they are uniquely created by God and special because they are made and loved by Him. As children explore in more detail their uniqueness and what that means in real terms, this session aims to celebrate difference as well as individual gifts, talents and abilities.		Class 2: C2: Special People This session will help children to identify the ‘special people’ in their lives and what makes them special. Through exploring Super Susie’s network - her Super Special Squad - children will understand the importance of the nuclear and wider family, and of being close to and trusting their special people, especially their parents. They will also learn that it is important to talk to their special people about things that are troubling them. Children will be given opportunities to reflect on their own network of special people and to remember that their relationship with God is the most special of all.	
Class 3: C3: Friends, family and others This session will help children to identify more complex relationships in their lives, including family, friends and other people, and explore how to relate to people within these different relationships. Children will also discuss what it means to be a good friend and learn some strategies to use when relationships become difficult.		Class 4: C4: Under pressure The first step to coping with pressure is to identify the many guises it can take. In this session, children will learn about spoken and unspoken pressure that they might experience, particularly from their peers. Then, in small groups, children will rehearse and present role-play scenarios, so that children can identify different ways in which people can experience pressure and strategies to resist it.	
Year B		Week 17	
Theme: Health and Wellbeing 4 Ourselves, growing and changing CST: Human Dignity: We are beautifully made in the image and likeness of God.		Assembly Leader Notes:	
			
Class 1: - H21. to recognise what makes them special - H22. to recognise the ways in which we are all unique We all have individual gifts, talents and abilities		Class 2: - H26. about growing and changing from young to old and how people’s needs change That there are different life stages from birth to death	
Class 3: - H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth - H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking That similarities and differences between people arise from several characteristics (protected characteristics Equality Act)		Class 4: Review a theme that has come up this term.../Crucial Crew	

Year A		Week 18	
Theme: Enterprise 'Justice' and 'How to Manage money' Early intervention in financial education is key to developing positive behaviours and attitudes in relation to money. In an increasingly complex financial world, it is more important than ever to develop the financial capability of children from a young age, and to equip teachers and parents with the confidence and knowledge to engage children in learning about money. https://www.young-enterprise.org.uk/wp-content/uploads/2018/11/Primary20Planning20Framework20WEB20Sept2018.pdf		Assembly Leader Notes: Chose a 'Justice Assembly' 1-5 https://static1.squarespace.com/static/5a8ac2c47131a52e6cd89175/t/5a93edae2c483bcb2d03d14/1519644089971/ValuesForLifeSavers-Justice.pdf 	
Class 1: - I know there are different coins and notes (FEPP 3-5years) - I can describe and name different coins and notes (FEPP 3-5years) - I am beginning to understand that coins and notes can have different values (FEPP 3-5years)		Class 2: - I know the value of the coins and notes I use and can put them in the correct order of value (FEPL 5-7years) - I can recognise and choose the correct value of coins and notes to use to calculate change (FEPL 5-7years) - I can understand the importance of waiting for and checking change (FEPL 5-7years) - I know there are ways of keeping track of my money and what I spend (FEPL 5-7years) - I can keep simple financial records (FEPL 5-7years) - I am beginning to understand I might run out of money if I don't keep track of it (FEPL 5-7years)	
Class 3: - I know that cash is only one way to pay for goods and services (FEPP 7-9years) - I can describe ways of paying that don't involve cash(FEPL 7-9years) - I understand the reasons for using different forms of payment (including the difference between debit and credit cards) (FEPL 7-9years) - I know some different ways of keeping track of my money (FEPL 7-9years) - I can plan and track my spending (FEPL 7-9years) - I understand why it is important to track my spending (FEPL 7-9years)		Class 4: - I know that different forms of money are used in different countries (FEPP 9-11years) - I can carry out simple calculations based on exchange rates (FEPP 9-11years) - I understand why it is important to understand other currencies (FEPP 9-11years) - I know I need to check and keep basic financial information (FEPP 9-11years) - I can use simple financial information to plan and manage a basic budget (FEPP 9-11years) - I understand that planning my spending helps me stay in control of my money (FEPP 9-11years)	
Year B		Week 18	
Theme: Enterprise 'Thankfulness' and 'Becoming a critical consumer' Early intervention in financial education is key to developing positive behaviours and attitudes in relation to money. In an increasingly complex financial world, it is more important than ever to develop the financial capability of children from a young age, and to equip teachers and parents with the confidence and knowledge to engage children in learning about money. https://www.young-enterprise.org.uk/wp-content/uploads/2018/11/Primary20Planning20Framework20WEB20Sept2018.pdf		Assembly Leader Notes: Chose a 'Thankfulness' Assembly' 1-5 https://static1.squarespace.com/static/5a8ac2c47131a52e6cd89175/t/5a93ed3324a69489a73edac1/1519643969463/ValuesForLifeSavers-Thankfulness.pdf 	
Class 1: - I know I can spend money in different places and on different things (FEPP 3-5 years) - I can make simple choices about how to spend my money (FEPP 3-5 years) - I am beginning to understand that people may make different choices about how to spend money (FEPP 3-5 years) - I know I can save some of my money to use later e.g. in a money box (FEPP 3-5 years) - I can make simple choices about saving some of my money (FEPP 3-5 years) - I am beginning to understand that people may make different choices about saving their money (FEPP 3-5 years)		Class 2: - I know I have choices about saving and spending my money (FEPP 5-7 years) - I can make a simple plan for my saving and spending choices and stick to it. (FEPP 5-7 years) - I am beginning to understand that people may make different choices about how to save and spend money (FEPP 5-7 years) - I know that my own needs and wants may be different to those of other people. (FEPP 5-7 years) - I can explain the difference between something that I need and something I might want. (FEPP 5-7 years) - I am beginning to understand that we might not always be able to have the things we want. (FEPP 5-7 years)	
Class 3: - I know that the decisions I make about saving and spending my money can be influenced by, and have an impact on, other people. (FEPP 7-9 years) - I can take account of other people's ideas and opinions when making decisions about saving and spending my money. (FEPP 7-9 years) - I am beginning to understand that different people have different attitudes to, and feelings about, saving and spending money. (FEPP 7-9 years) - I know how to prioritise between needs and wants. (FEPP 7-9 years) - I can make spending decisions based on my priorities, needs and wants. (FEPP 7-9 years) - I understand that it may not be possible to have everything I want straight away, if at all, and that I may need to save money for things I want to buy in future. (FEPP 7-9 years)		Class 4: - I know that advertising is used to persuade me to spend my money. (FEPP 9-11 years) - I can recognise when my choices around money are being influenced by advertising. (FEPP 9-11 years) - I understand why we should all be critical consumers, thinking carefully about how we use our money. (FEPP 9-11 years) - I know that some things are better value for money than others. (FEPP 9-11 years) - I can make comparisons between prices when deciding what is best value for money, including for services such as electricity, phones and the internet. (FEPP 9-11 years) - I understand why making informed decisions will help me make the most of the money I have. (FEPP 9-11 years)	

Year A	Week 19
Global learning linked to RE Laudato Si and Pope Francis CST: Stewardship: We are guardians of God’s creation, living sustainably and enhancing the wellbeing of our planet.  	Assembly Leader Notes: CAFOD
Class 1: I understand the planet Earth is God’s gift to us and belongs to everyone	Class 2: - I understand how to care for my environment - I understand that we are all valued by God
Class 3: - I know that Laudato Si (Praised be) is a special message from the Pope about caring for our Common Home (Earth) - I understand some of the ways I can care for the wider environment	Class 4: - I understand the global dialogue of Laudato Si - I can explain some of the global issues affecting our planet

Year B	Week 19
10:10 RE Module 1: Created and loved by God. Module 2: Created to love others. Module 3: Created to live in the community. Celebrating our God given bodies and the things they enable us to do in an age-appropriate way. Children celebrate differences between girls and boys on physical, emotional and spiritual levels. CST: Human Dignity: We are beautifully made in the image and likeness of God.  	Assembly Leader Notes: C1: Head, shoulders, knees and toes C2: Girls and boys C3: Respecting our bodies C4: Girls bodies/boys bodies
Class 1: - HEADS, SHOULDERS, KNEES AND TOES - My body is good and made by God - I know the names of some parts of my body	Class 2: - GIRLS AND BOYS - That our bodies are good - Names of body parts (use module overview for genitalia guidance) - I understand we have been created by God to be similar and different, together making up the richness of the human family
Class 3: - RESPECTING OUR BODIES - The need to respect and look after our bodies as a gift from God through what we wear, eat and physically do	Class 4: - GIRL’S BODIES/ BOY’S BODIES - That human beings are different to other animals - Unique growth and development of humans and the changes girls experience in puberty - Respect their bodies as a gift from God to be looked after well and dressed appropriately - The need for modesty and appropriate boundaries

Year A	Week 20
Theme: Global Learning linked to RE Fairtrade Fortnight (Use Fairtrade focus for year) CST: Subsidiarity: We are called to empower communities, to let everyone have their say.  	Assembly Leader Notes: CAFOD Assembly opportunity
Class 1: I understand what being fair is.	Class 2: I understand that Fairtrade means paying a fair price for what other people grow or make
Class 3: - I recognise the Fairtrade logo - I understand why farmers should get a fair price for what they grow	Class 4: - I understand the principles of Fair Trade - I understand that Fair Trade enables farmers to invest in their communities - I recognise the need to protect the environment and health of workers

Year B	Week 20
Theme: 10:10 RE Module 1: Created and loved by God Module 2: Created to love others Module 3: Created to live in the community CST: Human Dignity: We are beautifully made in the image and likeness of God.	Assembly Leader Notes: C1: Ready Teddy C2: Clean and Healthy C3: What is puberty? C4: Spots and sleep  
Class 1: - READY, TEDDY - Our bodies are good and we need to look after them - What constitutes a healthy lifestyle – including exercise, diet, sleep and personal hygiene	Class 2: - CLEAN AND HEALTHY (2 sessions) - Our bodies are good and we need to look after them - What constitutes a healthy lifestyle – including physical activity, dental health, healthy eating - The importance of sleep, rest and recreation for our health - How to maintain personal hygiene
Class 3: - WHAT IS PUBERTY? - What the term puberty means - Learn when they expect puberty to take place - Understand that puberty is part of God's plan for our bodies	Class 4: - SPOTS AND SLEEP - How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding overuse of electronic equipment etc

Year A		Week 21	
Theme: 10:10 RE Module 1 : Created and loved by God Module 2: Created to love others Module 3: Created to live in the community CST: Human Dignity: We are beautifully made in the image and likeness of God.		Assembly Leader Notes: C1: Head, shoulders, knees and toes C2: Treat others well and Say Sorry C3: When things feel bad C4: Do you want a piece of cake?  	
Class 1: - HEADS, SHOULDERS, KNEES AND TOES - My body is good and made by God - I know the names of some parts of my body		Class 2: - TREAT OTHERS WELL AND SAY SORRY - How their behaviour affects others - That there is appropriate/inappropriate behaviour - Characteristics of positive/negative relationships - Different types of teasing and that bullying is wrong and unacceptable	
Class 3: - WHEN THINGS FEEL BAD - Develop a greater awareness of bullying (inc cyber) - That all bullying is wrong and how to respond - Learn about harassment and exploitation in relationships inc physical and emotional abuse and how to respond		Class 4: - DO YOU WANT A PIECE OF CAKE? - Understand what consent and bodily autonomy means - Discuss and reflect on different scenarios when it is right to say no	
Year B		Week 21	
Theme: 10:10 RE Module 1: Created and loved by God Module 2: Created to love others Module 3: Created to live in the community CST: Human Dignity: We are beautifully made in the image and likeness of God.		Assembly Leader Notes: C1: I like, you like, we all like C2: Feelings likes and dislikes C3: Changing bodies + Discussion group C4: Body image  	
Class 1: - I LIKE, YOU LIKE, WE ALL LIKE - That we all have different tastes (likes and dislikes) but also similar needs eg to be loved and respected, to be safe etc - That it is natural for us to relate to and trust one another		Class 2: - FEELINGS – LIKES AND DISLIKES - That it is natural for us to relate to and trust one another - That we have different tastes but similar needs - A language to describe our feelings	
Class 3: - CHANGING BODIES - Learn correct name of genitalia - Learn what changes happen to boys in puberty - Learn what changes happen to girls in puberty		Class 4: - BODY IMAGE - To recognise that images in the media do not always reflect reality and can affect how people feel about themselves - That thankfulness builds resilience against feelings of envy, inadequacy etc and against pressure from peers or media	

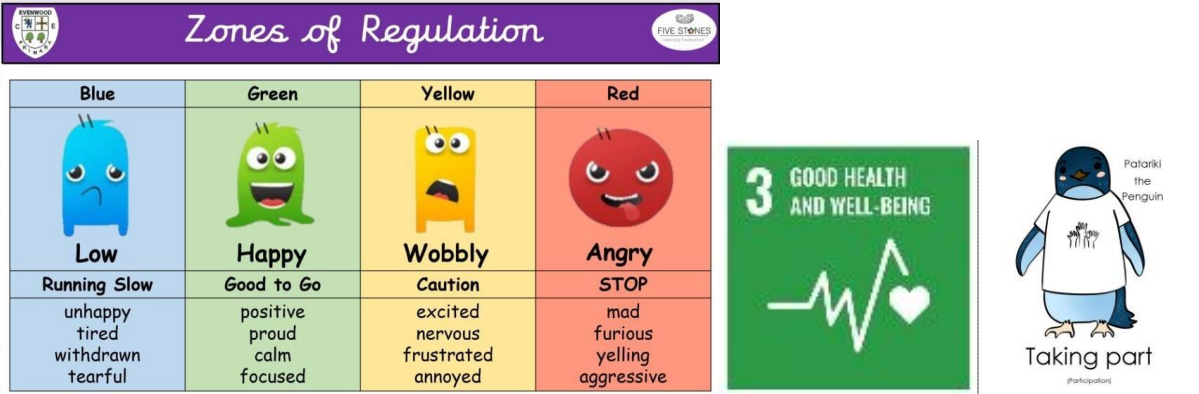
Year A	Week 22
Theme: Living in the Wider World 2 Communities CST: Solidarity: God created us as one global family called to support our brothers and sisters.  	Assembly Leader Notes:
Class 1: L4. about the different groups they belong to	Class 2: L5. about the different roles and responsibilities people have in their community
Class 3: L6. about the different groups that make up their community; what living in a community means	Class 4: L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

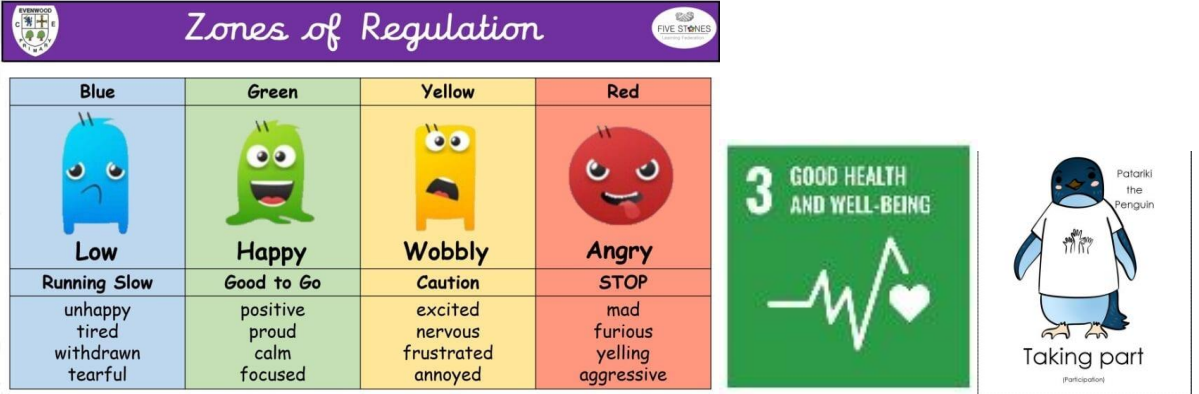
Year B	Week 22
Theme: Living in the Wider World 2 Communities CST: Solidarity: God created us as one global family called to support our brothers and sisters.  	Assembly Leader Notes:
Class 1: L4. about the different groups they belong to	Class 2: L6. to recognise the ways they are the same as, and different to, other people
Class 3: L7. to value the different contributions that people and groups make to the community	Class 4: - L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes - L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Year A		Week 23	
Theme: Autism Awareness CST: Solidarity: God created us as one global family called to support our brothers and sisters. 		Assembly Leader Notes: Outside speaker	
Class 1: - What makes me ‘Me’ - We are all special - Meet Eli – use Autism Awareness resources to introduce Eli (a little boy with autism)		Class 2: - I can identify special things about myself - I understand that autism is something that makes a person who they are - Use Eli Autism resources	
Class 3: - I understand that Eli and other children with autism have the same needs as me - I respect that we are all different and unique - Use Autism Awareness resources		Class 4: - I recognise that society is enriched by accepting and respecting our differences - I understand some of the challenges faced by children and young people with autism - Use Autism Awareness resources	
Year B		Week 23	
Theme: Young Carers CST: Solidarity: God created us as one global family called to support our brothers and sisters. 		Assembly Leader Notes: Outside speaker / MD	
Class 1: - I know a young carer helps look after someone in their family		Class 2: - I know about the role of a young carer - I know who the YC lead in school is	
Class 3: - I can describe some of the challenges YC may face in their everyday lives - I know who the YC lead in school is and what to do if I think I may be a YC		Class 4: - I understand that YC carry out their caring duties outside of sch but may be affected by their impact during the school day – eg they may miss out on after sch activities/ struggle with time etc - I understand that potentially any child or young person could be/ or become a YC at any time	

Year A	Week 24
Theme: Health and Wellbeing 5 Keeping Safe 	Assembly Leader Notes:
Class 1: - H28. about rules and age restrictions that keep us safe - H29. to recognise risk in simple everyday situations and what action to take to minimise harm - H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) - To recognise safe and unsafe situations	Class 2: - H31. that household products (including medicines) can be harmful if not used correctly - H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely - H33. about the people whose job it is to help keep us safe - To recognise safe and unsafe situations
Class 3: - H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming - H38. how to predict, assess and manage risk in different situations - H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe - To recognise safe and unsafe situations	Class 4: - H43. about what is meant by first aid; basic techniques for dealing with common injuries² - H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say - To keep asking for help until they are heard

Year B	Week 24
Theme: Health and Wellbeing 5 Keeping Safe 	Assembly Leader Notes:
Class 1: - H28. about rules and age restrictions that keep us safe - H29. to recognise risk in simple everyday situations and what action to take to minimise harm - H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) - To recognise safe and unsafe situations	Class 2: - H35. about what to do if there is an accident and someone is hurt - H36. how to get help in an emergency (how to dial 999 and what to say) - To keep asking for help until they are heard
Class 3: - H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about - To recognise their increasing independence brings increased responsibility to keep themselves and others safe	Class 4: Crucial crew

Year A	Week 24a
Theme: Class 1-3 Zones of regulation CST: Participation: We all have the right and duty to participate fully in society. Class 4 10:10 Girls bodies and Boys Bodies CST: Human Dignity: We are beautifully made in the image and likeness of God.	Assembly Leader Notes: 
Class 1: 	Class 2:
Class 3: 	Class 4: Girls bodies and Boys Bodies This second episode of ‘Paradise Street’ starts with a lesson talking about the physical changes that boys and girls experience during puberty; to which the children respond with degrees of embarrassment and confusion. The film then focuses on the girls’ perspective through the character of Leyla. Through the film, follow-up discussion, teaching and personal activity, pupils will learn about the physical changes that take place for girls through puberty. This third episode of ‘Paradise Street’ starts with a lesson talking about the physical changes that boys and girls experience during puberty; to which the children respond with degrees of embarrassment and confusion. The film then focuses on the boys’ perspective through the characters of Marcus and Finn. Through the film, follow-up discussion, teaching and personal activity, pupils will learn about the physical changes that take place for girls through puberty.

Year B	Week 24a
Theme: Class 1-3 Zones of regulation CST: Participation: We all have the right and duty to participate fully in society. Class 4 10:10 Girls bodies and Boys Bodies CST: Human Dignity: We are beautifully made in the image and likeness of God.	Assembly Leader Notes: 
Class 1: Activities 3B	Class 2: Activities 3B
Class 3: Activities 3B	Class 4: Girls bodies and Boys Bodies This second episode of ‘Paradise Street’ starts with a lesson talking about the physical changes that boys and girls experience during puberty; to which the children respond with degrees of embarrassment and confusion. The film then focuses on the girls’ perspective through the character of Leyla. Through the film, follow-up discussion, teaching and personal activity, pupils will learn about the physical changes that take place for girls through puberty. This third episode of ‘Paradise Street’ starts with a lesson talking about the physical changes that boys and girls experience during puberty; to which the children respond with degrees of embarrassment and confusion. The film then focuses on the boys’ perspective through the characters of Marcus and Finn. Through the film, follow-up discussion, teaching and personal activity, pupils will learn about the physical changes that take place for girls through puberty.

Year A	Week 25
Theme: Catch up/ additional lesson/ PV opportunity Wellbeing	Assembly Leader Notes:
Class 1: •	Class 2: •
Class 3:	Class 4: •

Year B	Week 25
Theme: Catch up/ additional lesson/ PV opportunity Wellbeing	Assembly Leader Notes:
Class 1: •	Class 2: •
Class 3: •	Class 4: •

Year A	Week 26
Theme: Health and Wellbeing 6 Drugs CST: Human Dignity: We are beautifully made in the image and likeness of God. 	Assembly Leader Notes:
Class 1: • H28. about rules and age restrictions that keep us safe • H37. about things that people can put into their body or on their skin; how these can affect how people feel	Class 2: • H28. about rules and age restrictions that keep us safe • H37. about things that people can put into their body or on their skin; how these can affect how people feel
Class 3: • H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break	Class 4: • H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); • H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

Year B	Week 26
Theme: Health and Wellbeing 6 Drugs CST: Human Dignity: We are beautifully made in the image and likeness of God. 	Assembly Leader Notes:
Class 1: • H28. about rules and age restrictions that keep us safe • H37. about things that people can put into their body or on their skin; how these can affect how people feel	Class 2: • H28. about rules and age restrictions that keep us safe • H37. about things that people can put into their body or on their skin; how these can affect how people feel
Class 3: • H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	Class 4: • H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Year A		Week 27	
Theme: 10:10 RE Module 1: Created and loved by God Module 2: Created to love others Module 3: Created to live in the community CST: Human Dignity: We are beautifully made in the image and likeness of God.		Assembly Leader Notes: C1: Ready Teddy C2: Good/bad secrets C3: Sharing/chatting Online C4: Self talk 	
Class 1: - READY TEDDY - Our bodies are good and we need to look after them - What constitutes a healthy lifestyle		Class 2: - GOOD SECRETS/ BAD SECRETS - They can be open with trusted people - How to resist pressure when feeling unsafe - The difference between a good and a bad secret eg a birthday surprise	
Class 3: - SHARING ONLINE - Some people may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns - R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know - That just as what we eat makes us healthy or ill, so does what we watch, hear, say or do - To judge what type of contact is acceptable or unacceptable and how to respond		Class 4: - SELF-TALK - Learn about how thoughts and feelings impact on actions - Apply this approach to friendships and relationships - Importance of seeking and giving permission in relationships	
Year B		Week 27	
Theme: 10:10 RE Module 1: Created and Loved by God Module 2: Created to love others Module 3: Created to live in the community CST: Human Dignity: We are beautifully made in the image and likeness of God.		Assembly Leader Notes: C1: Good feelings, bad feelings C2: Feeling inside out C3: What am I feeling? C4: Funny feelings 	
Class 1: - ALL THE FEELINGS - Develop a language to describe feelings - An understanding that we all experience good/bad feelings - Simple strategies to manage feelings		Class 2: - FEELING INSIDE OUT - Gain an understanding that feelings and actions are two different things - Our good actions can form our feelings and our character	
Class 3: - WHAT AM I FEELING? (2 versions) - Emotions change as we grow up - The range and intensity of feelings and that feelings are not a good guide for actions - What emotional wellbeing means		Class 4: - PECULIAR FEELINGS - Deepen an understanding of the range and intensity of feelings - Learn that feelings are not good guides for actions - Learn that some behaviour is wrong, unacceptable or risky	

Year A	Week 28
Theme: 10:10 RE Module 1: Created and Loved by God Module 2: Created to love others Module 3: Created to live in the community C1: I like, you like, we all like C2: Physical contact C3: Safe in my body C4: Impacted lifestyles	Assembly Leader Notes: CST: Human Dignity: We are beautifully made in the image and likeness of God. 
Class 1: - I LIKE, YOU LIKE, WE ALL LIKE - We all have different tastes but similar needs - It is natural for us to relate to and trust one another	Class 2: PHYSICAL CONTACT - To know they are entitled to body privacy - To know there are different people we can trust – parents/ carers/ teachers/ parish priest
Class 3: - Safe in my body lesson - To safely judge what kind of physical contact is acceptable/unacceptable and how to respond - There are different people we can trust to help – parents/carers/teachers/parish priest	Class 4: - Impacted Lifestyles lesson - The effect a range of substances inc drugs/ alcohol/tobacco can have on the body - How to make good choices about substances that can affect our health - Our bodies are created by God and we should take care of them

Year B	Week 28
Theme: 10:10 RE Module 1: Created and loved by God Module 2: Created to love others Module 3: Created to live in the community C1: Let's get real C2: Super Suzy gets Angry C3: What am I looking at? C4: Emotional changes	Assembly Leader Notes: CST: Human Dignity: We are beautifully made in the image and likeness of God. 
Class 1: - LET'S GET REAL - Simple strategies to manage emotions and feelings - Choice we make impact how we feel and respond - We can say sorry and forgive like Jesus	Class 2: - SUPER SUZIE GETS ANGRY - Simple strategies to maintain good behaviour - Choices have consequences - Jesus died on the cross so that we would be forgiven
Class 3: - WHAT AM I LOOKING AT? - Recognise images in the media do not always reflect reality and can affect how we feel about ourselves - God made us and loves us as we are	Class 4: - EMOTIONAL CHANGES - Emotions change as we grow (inc hormonal changes) - Understand a range and intensity of feelings - Understand that openness with trusted adults can support emotional wellbeing - Recognise the importance of beauty/ art/ music in lifting the spirit and contributing to wellbeing

Year A	Week 29
Theme: 10:10 RE Module 1: Created and Loved by God Module 2: Created to love others Module 3: Created to live in the community CST: Human Dignity: We are beautifully made in the image and likeness of God.	Assembly Leader Notes: C1: Good feelings, bad feelings C2: Can you help me C3: Drugs, alcohol and tobacco C4: Making good choices 
Class 1: - ALL THE FEELINGS - Develop a language to describe feelings - An understanding that we all experience good/bad feelings - Simple strategies for managing feelings	Class 2: - CAN YOU HELP ME? - What is/ isn't an emergency? - What to do in an emergency
Class 3: - DRUGS, ALCOHOL, TOBACCO - Understand the effect of a range of substances on the body - Know our bodies are created by God and we should look after them	Class 4: - MAKING GOOD CHOICES - Consider how, as they get older, they may face pressures around substances - Learn how they are entitled to say 'no' for all sorts of reasons, but not least in order to protect their God-given bodies

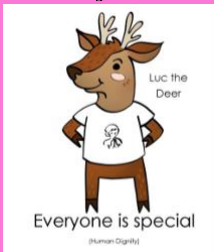
Year B	Week 29
Theme: 10:10 RE Module 1: Created and loved by God Module 2: Created to love others Module 3: Created to live in the community CST: Human Dignity: We are beautifully made in the image and likeness of God.	Assembly Leader Notes: C1: Growing up C2: The cycle of life C3: I am thankful C4: Making Babies Part 1* 
Class 1: - GROWING UP - That there are natural stages from birth to death and what they are	Class 2: - THE CYCLE OF LIFE - Learn and appreciate there are natural life stages from birth to death and what they are
Class 3: - I AM THANKFUL - Some behaviour is wrong/ unacceptable/ risky - Thankfulness builds resilience against feelings of envy, inadequacy, insecurity and against pressures of peers/ media	Class 4: - MAKING BABIES PART 1 (Parental right to withdraw) - How a baby grows and develops in the mother's womb - Pregnancy and childbirth are God's way of giving the gift of life but parents are entrusted with the role of making us

Year A	Week 30
Catch up / additional lesson PUPIL VOICE	Assembly Leader Notes:
Class 1: •	Class 2:
Class 3: •	Class 4: •

Year B	Week 31
Catch up/ additional lesson PUPIL VOICE	Assembly Leader Notes:
Class 1: •	Class 2: •
Class 3: •	Class 4: •

Driver words		
	AT1 - learning about	AT2 - learning from
L1	Recognise	Talk about
L2	Describe	Ask
L3	Give reasons	Make links
L4	Show understanding	Engage and respond
L5	Identify and explain	Explain

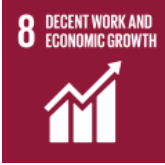
Year A		Week 31	
Theme: World Oceans Day- Beach School Opportunity		Assembly Leader Notes: Outside speaker - CAFOD	
 			
Class 1: - How litter can impact our oceans and where it can end up - That creatures and plants live in the ocean		Class 2: - That oceans cover 71% of the world's surface - That oceans are home to millions of plants and animals	
Class 3: - Caring for our oceans – impact of litter and what we can do about it - Working together to protect the world's oceans		Class 4: - That oceans are a foundation for the world's economy (tourism, fishing, shipping) - The oceans regulate the Earth's climate - Many creatures depend on and live in the ocean	

Year B		Week 31	
Theme: 10:10 RE Module 1: Created and loved by God Module 2: Created to love others Module 3: Created to Live in the Community CST: Human Dignity: We are beautifully made in the image and likeness of God.		Assembly Leader Notes: C1: Circle Time Games C2: The communities we live in C3: Life cycles C4: Making babies Part 2*	
		 	
Class 1: - GOD IS LOVE - That God is Love, Father, Son and Holy Spirit - Being in His image means being called to be loved and to love others		Class 2: - COMMUNITIES WE LIVE IN - Belonging to various communities - Helping at home - Duty of care for others and the world - What harms and improves the world we live in	
Class 3: - LIFE CYCLES - They are handmade by God with the help of their parents - How a baby grows and develops in their mother's womb - How conception and life in the womb fits into the cycle of life		Class 4: - MAKING BABIES PART 2 (Parental right to withdraw) - Basic scientific facts about sexual intercourse between a man/woman - Physical, emotional and spiritual implications of sexual intercourse - Christian viewpoint that sexual intercourse should be saved for marriage	

Year A	Week 32
10:10 RE Module 1: Created and loved by God Module 2 : Created to love others Module 3 : Created to live in the community CST: Human Dignity: We are beautifully made in the image and likeness of God.	Assembly Leader Notes: C1: Let's get real C2: The communities we live in C3: First Aid heroes C4: Giving assistance 
Class 1: • LETS GET REAL • Strategies for managing emotions and behaviour • Choices impact how we feel and respond • We can say sorry and forgive like Jesus	Class 2: • THE COMMUNITIES WE LIVE IN • Duty of care to the world we live in • What harms/ improves our world
Class 3: • FIRST AID HEROES • How to remain calm in an emergency • Quick reactions can save lives • How to help in an emergency	Class 4: • GIVING ASSISTANCE • When the recovery position can be used • Dr ABC survey for treating life-threatening conditions

Year B	Week 32
10:10 RE Module 1: Created and loved by God Module 2: Created to love others Module 3: Created to live in the community CST: Human Dignity: We are beautifully made in the image and likeness of God.	Assembly Leader Notes: C1: Circle Time Games C2: Circle Time Games C3: Revisit changing bodies C4: Menstruation 
Class 1: • CIRCLE TIME – Role Model • We are part of God's family • Jesus cared for others and wants us to live like him • We should love others as God loves us	Class 2: • CIRCLE TIME – God Loves You • Saying sorry is important • We should love others as God loves us
Class 3: • REVISIT CHANGING BODIES • Discussion opportunity with male/female option	Class 4: • MENSTRUATION • The nature and role of menstruation in the fertility cycle • Practical ways to cope with/ manage the onset of menstruation

Year A	Week 33
Mental wellbeing opportunity PREPARATION FOR TRANSITION	Assembly Leader Notes:
Class 1: •	Class 2: •
Class 3: •	Class 4: •
Year B	Week 33
Mental wellbeing opportunity PREPARATION FOR TRANSITION	Assembly Leader Notes:
Class 1: •	Class 2: •
Class 3: •	Class 4: •

Year A	Week 34/ 35
Theme: Enterprise ‘Generosity’ and ‘Managing risks and emotions associated with money’ Early intervention in financial education is key to developing positive behaviours and attitudes in relation to money. In an increasingly complex financial world, it is more important than ever to develop the financial capability of children from a young age, and to equip teachers and parents with the confidence and knowledge to engage children in learning about money. https://www.young-enterprise.org.uk/wp-content/uploads/2018/11/Primary20Planning20Framework20WEB20Sept2018.pdf	Assembly Leader Notes: Chose a ‘Generosity Assembly’ 1-5 https://static1.squarespace.com/static/5a8ac2c47131a52e6cd89175/t/5a93e965085229b264fd5b23/1519642994113/ValuesForLifeSavers-Generosity.pdf 
Class 1: - I know that I need to look after my money (FEPP 3-5 years) - I can choose a safe place to keep my money e.g. money box, purse. (FEPP 3-5 years) - I understand that money has a value and needs to be taken care of. (FEPP 3-5 years) - I know that money might make me have different feelings e.g. being happy or sad. (FEPP 3-5 years) - I can describe the way money makes me feel. (FEPP 3-5 years) - I am beginning to understand that other people may have different feelings to my own about money. (FEPP 3-5 years)	Class 2: - I know I can keep money in different places, and that some places are safer than others e.g. in a money box or a bank. (FEPP 5-7 years) - I can choose a suitable place to keep my money safe, and explain my choice. (FEPP 5-7 years) - I am beginning to understand the consequences of losing money or having it stolen, and how it might make me feel. (FEPP 5-7 years) - I know I can save my money to use later instead of spending it all now. (FEPP 5-7 years) - I can describe why I might want to save my money e.g. for something special or to buy a present for someone else, and where I might save it e.g. cash at home, in a savings account. (FEPP 5-7 years) - I am beginning to understand why saving money can be important and how that makes me feel. (FEPP 5-7 years)
Class 3: - I know I can keep my money in a standard and/or online bank account and what benefits this might have. (FEPP 7-9 years) - I can explain why I might use an account e.g. bank, building society, credit union. (FEPP 7-9 years) - I understand managing money can be complex and using an account is one way of making it easier e.g. receiving updates and statements. (FEPP 7-9 years) - I know that if I don’t have enough money I may have the choice to borrow, but that if I do I will have to pay it back. - I can explain why I might want to borrow money and how this might make me feel. (FEPP 7-9 years) - I am beginning to understand that I can pay for things without having enough money and that this has consequences e.g. I could get into debt. (FEPP 7-9 years)	Class 4: - I know there are financial risks associated with spending money online e.g. scams and phishing. (FEPP 9-11 years) - I can describe some ways to keep my money and personal information safe when using the internet e.g. protecting passwords and PINs. (FEPP 9-11 years) - I understand some consequences of financial scams and how they might make me feel. (FEPP 9-11 years) - I know what interest is and that it may be added to money I save and borrow. (FEPP 9-11 years) - I can explain some of the benefits of saving, and some of the risks involved in borrowing money. (FEPP 9-11 years) - I understand it is important to consider any risks and potential consequences before borrowing money, including the impact on my feelings and those of others. (FEPP 9-11 years)
Year B	Week 35
Theme: Enterprise ‘Wisdom’ and ‘Understanding the important role money plays in our lives’ Early intervention in financial education is key to developing positive behaviours and attitudes in relation to money. In an increasingly complex financial world, it is more important than ever to develop the financial capability of children from a young age, and to equip teachers and parents with the confidence and knowledge to engage children in learning about money. https://www.young-enterprise.org.uk/wp-content/uploads/2018/11/Primary20Planning20Framework20WEB20Sept2018.pdf	Assembly Leader Notes: Chose a ‘Wisdom’ Assembly’ 1-5 https://static1.squarespace.com/static/5a8ac2c47131a52e6cd89175/t/5a93eb300d9297895cbe1b6e/1519643459565/ValuesForLifeSavers-Wisdom.pdf 
Class 1: - I am beginning to know that I will need to use money in different ways. (FEPP 3-5 years) - I can name different ways money can be used e.g. saving, spending, giving. (FEPP 3-5 years) - I am beginning to understand why money is used. (FEPP 3-5 years)	Class 2: - I know my money comes to me in different ways e.g. earning, winning, borrowing, finding, being given. (FEPP 5-7 years) - I can describe where my money comes from. (FEPP 5-7 years) - I understand that money will come to me in other ways in the future e.g. being paid for working. (FEPP 5-7 years) - I know that money has developed in many different forms throughout history e.g. barter, coins, notes, etc. (FEPP 5-7 years) - I can describe the many forms that money comes in today, and the variety of ways in which it can be used to pay for things.
Class 3: - I know that there is a range of jobs – paid and unpaid. (FEPP 7-9 years) - I can describe different jobs that I might do to earn money when I am older. (FEPP 7-9 years) - I understand the reasons why some jobs pay more than others. (FEPP 7-9 years) - I know why it is important to help others e.g. by donating to charity. (FEPP 7-9 years) - I can explain how my spending decisions can help support others, e.g. buying fair trade products, using charity shops. - I understand why I might, or might not, want to give money to help others. (FEPP 7-9 years)	Class 4: - I know that money to be earned is one factor which may influence choosing a job. (FEPP 9-11 years) - I can describe how having a job will allow me to achieve certain goals in my life including financial ones. (FEPP 9-11 years) - I am beginning to understand that the choices I make about work and money will affect my life. (FEPP 9-11 years) - I know that money is deducted from earnings to provide things we all need e.g. through taxes and National Insurance. - I can describe some ways in which the government uses money to provide for my needs and those of my local community. - I am beginning to understand why and how some of the money we earn supports the wider community. (FEPP 9-11 years)