

Assembly Themes and PSHE

Purpose (NC):

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

What will children know?

NC subject content Key Stage 1 and Key Stage 2

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental Wellbeing
- Internet safety and harms
- Physical, health and fitness
- Healthy eating
- Drugs alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (Year 5 and 6)

British Values

- Democracy
- Rule of law
- Individual liberty
- Tolerance and respect

Autumn 1	2.9.19	Setting Goals	<ul style="list-style-type: none"> • Know how to set simple goals (KS1 1e) • Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals (1b) • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness.
	9.9.19	Roald Dahl Day	<ul style="list-style-type: none"> • Share their opinions on things that matter to them and explain their view (KS1 1b)
	16.9.19	Internet Safety	Internet safety and harms Pupils should know <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

			<ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
23.9.19	International Peace Day		<ul style="list-style-type: none"> ▪ Talk and write about their opinions, and explain their views, on issues that affect themselves and society (KS2 1b) ▪ Think about the lives of people living in other places and times, and people with different values and customs (KS2 4b) ▪ Research, discuss and debate topical issues, problems and events (KS2 2a)
30.9.19	International walk to school month		<p>Physical health and fitness</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. ▪ Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. (KS1 3g)
7.10.19	World Mental Health Day		<p>Mental wellbeing</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

			<ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
	14.10.19	World Food Day Year 5 Harvest Assembly (18 th)	<ul style="list-style-type: none"> ▪ Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (KS2 2j) ▪ Know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices (KS2 3a) ▪ Think about the lives of people living in other places and times, and people with different values and customs (KS2 4b)
	21.10.19	Diwali Year 3 Diwali Festival Assembly	<ul style="list-style-type: none"> ▪ Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (KS2 2i) ▪ Think about the lives of people living in other places and times, and people with different values and customs (4b)
Autumn 2	4.11.19	Remembrance Day	<ul style="list-style-type: none"> ▪ Think about the lives of people living in other places and times, and people with different values and customs (KS2 4b) ▪ Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences (KS2 2e)
	11.11.19	Anti-Bullying week	<p>Respectful relationships Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Caring friendships Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,

			<p>managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <ul style="list-style-type: none"> ▪ Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help (KS2 4d) ▪ Know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability (KS2 4f)
18.11.19	Universal Children's Day (UNICEF)		<ul style="list-style-type: none"> • Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences (KS2 2e) • Recognise the role of voluntary, community and pressure groups (KS2 2h) • Think about the lives of people living in other places and times, and people with different values and customs (KS2 4b)
25.11.19	Being Safe in the Dark		<ul style="list-style-type: none"> ▪ Take responsibility (KS2 5a) ▪ Make real choices (KS1 5d) ▪ Ask for help (KS1 5h) ▪ Know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe (KS1 3g) ▪ Take part in discussions with one other person and the whole class (KS1 2a) ▪ Take part in a simple debate about topical issues (KS1 2b)
2.12.19	Careers and Aspirations		<ul style="list-style-type: none"> ▪ Know about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future (KS2 1e) ▪ Look after their money and realise that future wants and needs may be met through saving. (KS2 1f) ▪ Meet and talk with people (KS2 5e) ▪ Find information and advice (KS2 5h)
9.12.19	Family and People who care for me.		<p>Families and people who care for me Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
16.12.19	The Christmas Story		<ul style="list-style-type: none"> ▪ Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (KS2 2i) ▪ Think about the lives of people living in other places and times, and people with different values and customs (4b)

		Year 2 Christmas Assembly (16 th)	
Spring 1	6.1.20	New Beginnings	<ul style="list-style-type: none"> • Know how to set simple goals (KS1 1e) • Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals (1b) • the conventions of courtesy and manners the importance of self-respect and how this links to their own happiness.
	13.1.20	Friendship Week	<p>Caring friendships Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
	20.1.20	Chinese New Year Year 1 Chinese New Year Assembly (24 th)	<ul style="list-style-type: none"> ▪ Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (KS2 2i) ▪ Think about the lives of people living in other places and times, and people with different values and customs (4b)
	27.1.20	Healthy Eating Week (KS1) Drug and Alcohol Awareness (KS2)	<p>Healthy eating Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <p>Drugs, alcohol and tobacco Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. ▪ Know which commonly available substances and drugs are legal and illegal, their effects and risks (KS2 3d) ▪ Know how to make simple choices that improve their health and wellbeing (KS1 3a)
	3.2.20	First Aid Week	<p>Basic first aid Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

	10.2.20	Random Act of Kindness	<ul style="list-style-type: none"> Recognise how their behaviour affects other people (KS1 4a) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
Spring 2	24.2.20	Internet Safety	<p>Online relationships Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.
	2.3	World Book Day	<ul style="list-style-type: none"> Recognise what they like and dislike, what is fair and unfair and what is right and wrong (KS1 1a) Share their opinions on things that matter to them and explain their view (KS1 1b) Participate (KS2 5c)
	9	British Science Week (Scientist focus each day)	<ul style="list-style-type: none"> Research, discuss and debate topical issues, problems and events (KS2 2a) Know about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future (KS2 1e) the facts and science relating to allergies, immunisation and vaccination.
	16	St Patrick's Day	<ul style="list-style-type: none"> Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (KS2 2i) Think about the lives of people living in other places and times, and people with different values and customs (4b)
	23	World Water Day	<ul style="list-style-type: none"> Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences (KS2 2e) Recognise the role of voluntary, community and pressure groups (KS2 2h) Think about the lives of people living in other places and times, and people with different values and customs (KS2 4b)
	30	The Easter Story Reception Assembly – Easter (3 rd)	<ul style="list-style-type: none"> Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (KS2 2i) Think about the lives of people living in other places and times, and people with different values and customs (4b)
	Summer 1	20.4	St George's Day
27.4		Democracy	<ul style="list-style-type: none"> 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 (KS2 2b)

			<ul style="list-style-type: none"> ▪ Talk and write about their opinions, and explain their views, on issues that affect themselves and society (KS2 1a) ▪ Know what democracy is, and about the basic institutions that support it locally and nationally (KS2 2g)
	4.5	VE Day	<ul style="list-style-type: none"> ▪ Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences (2e) ▪ Think about the lives of people living in other places and times, and people with different values and customs (4b)
	11.5	Ramadan Year 4 Assembly on Ramadan (15 th)	<ul style="list-style-type: none"> ▪ Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (KS2 2i) ▪ Think about the lives of people living in other places and times, and people with different values and customs (4b)
	18.5	Healthy Living	<p>Health and prevention Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Summer 2	1.6	Road Safety	<ul style="list-style-type: none"> ▪ Take responsibility (KS2 5a) ▪ Make real choices (KS1 5d) ▪ Ask for help (KS1 5h) ▪ Know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe (KS1 3g) ▪ Take part in discussions with one other person and the whole class (KS1 2a) ▪ Take part in a simple debate about topical issues (KS1 2b)
	8.6	World Oceans Day	<ul style="list-style-type: none"> ▪ Talk and write about their opinions, and explain their views, on issues that affect themselves and society (KS2 1a) ▪ Research, discuss and debate topical issues, problems and events (KS2 2a) ▪ Explore how the media present information (KS2 2k) ▪ Research, discuss and debate topical issues, problems and events (KS2 2a) ▪ Recognise the role of voluntary, community and pressure groups (KS2 2h)
	15.6	Trooping of the Colour	<ul style="list-style-type: none"> ▪ Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (KS2 2i) ▪ Think about the lives of people living in other places and times, and people with different values and customs (4b) ▪ 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 (KS2 2b)
	22.6	Armed Forces Day	<ul style="list-style-type: none"> ▪ Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (KS2 2i) ▪ Think about the lives of people living in other places and times, and people with different values and customs (4b) ▪ Know about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future (KS2 1e) ▪ Meet and talk with people (KS2 5e)

	29.6	Safety in the Sun/ Near Water	<ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ▪ Recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable (KS2 3e)
	6.7	Reflecting on the Year Year 6 End of Year Shows	<ul style="list-style-type: none"> ▪ Know about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future (KS2 1e) ▪ Look after their money and realise that future wants and needs may be met through saving. (KS2 1f) ▪ Meet and talk with people (KS2 5e) ▪ Find information and advice (KS2 5h) ▪ Prepare for change (KS2 5i)
	13	TBA by individual schools	

Additional information

- What is the purpose of the **essential skills matrix** and the **identified knowledge** within each ILP? Both documents break down learning by year group or phase. Together they state what pupils are expected to know and be able to do at each stage of their education
- What is **progress**? Pupils make progress in the subject by knowing and remembering more. It is about connections and schematics, not isolated information.
- What are **components** and **composites**? Components are the sub-skills a pupil needs to be successful in a complex task (composite).
- What is the relationship between **knowledge** and **skills**? Both are intertwined - to get better at a subject, both knowledge and skills are required
 - ❖ Knowledge = **know**
ingredients – knowledge of vocabulary, events, people, places, ideas, procedure, transferable knowledge
 - ❖ Skills = **know how**
prepared meal
- What are **schemata**? Schemata (concepts) are interconnected webs of prior knowledge which allow learning of new content
- How can we help pupils retain knowledge in the **long-term memory**? Retrieval practice strengthens memory because you have to recall something you have learnt previously
- How does **dual coding** help pupils learn? Dual coding theory suggests that representing information both visually and verbally enhances learning and retrieval from memory.
- What is **challenge**? Challenge should be considered as meeting curricular goals and ensuring pupils build up the relevant knowledge and skills over time.