

	Autumn 2019		Spring 2020		Summer 2020	
Week 1	9/9/19	New Beginnings L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities 3c. the conventions of courtesy and manners	6/1/20	New Year's Resolutions H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals	20/4/20	Class Assemblies for 7 weeks: St John's Ambulance First Aid:12a. how to make a clear and efficient call to emergency services if necessary. 12b. concepts of basic first-aid, for example dealing with common injuries, including head injuries. Inspirations 2.2d Investigate the life of a person who has been inspired by their faith and make links between belief and action
Week 2	16/9/19	Special Moments 2.4d Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked	13/1/20	Rules for Living 2.6a Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers	27/4/20	Tell me a secret... 5b. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe 5e how to recognise and report feelings of being unsafe or feeling bad about any adult. 5f how to ask for advice or help for themselves or others, and to keep trying until they are heard, 5g how to report concerns or abuse, and the vocabulary and confidence needed to do so. 5h where to get advice e.g. family, school and/or other sources.
Week 3	23/9/19	R-E-S-P-E-C-T Find out what it means to me! 3d the importance of self-respect and how this links to their own happiness. 3e 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.	20/1/20	Rights and Responsibilities L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices	4/5/20	Walk to School Week? 8a the characteristics and mental and physical benefits of an active lifestyle. 8b 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.
Week 4	30/9/19	Different Families, Same Love 1a that families are important for children growing up because they can give love, security and stability. 1b 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. 1d. 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.	27/1/20	Lent (Christianity) 2.5b Investigate and reflect on a range of religious responses to suffering, hardship and death	18/5/20 (LS)	SATs Week - No Assemblies Y6 out
Week 5	7/10/19	Looking Back, Looking Forward H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement	3/2/20	Safer Internet Day - 4 <sup>th</sup> Feb 2020 4a. that people sometimes behave differently online, including by pretending to be someone they are not. 4b. 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. 4d. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	1/6/20	Ramadan (Islam) 6 <sup>th</sup> May - 4 <sup>th</sup> June 2.3a Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers

Week 6	14/10/19	<p>Bringing in the Harvest (include Jewish festival - Sukkot)</p> <p>2.3c Compare and contrast the use of symbols, actions and gestures used in worship by different communities</p>	10/2/20	<p>Children's Mental Health Week</p> <p>6a. that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>6i 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).</p> <p>6j. 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.</p>	8/6/20	<p>Personal Boundaries</p> <p>5a what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>5c that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>5d how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>
Week 7	4/11/19	<p>Guru Nanak's Birthday - 12<sup>th</sup> November (Sikhism)</p> <p>2.2a Compare and contrast the practice of religion in the home in different religious communities</p>	24/2/20	<p>Stories from different religions</p> <p>2.3b Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions</p>	15/6/20	<p>Creation</p> <p>2.1d Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers</p>
Week 8	11/11/19	<p>Peace and Remembrance</p> <p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p>	2/3/20	<p>Your world, My world</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p>	22/6/20	<p>Peer Pressure</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p>
Week 9	18/11/19	<p>Say No to Bullying</p> <p>3f 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.</p>	9 or 16/3/20	<p>All Different, All the Same</p> <p>3a 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.</p>	29/6/20	<p>Looking after Ourselves</p> <p>11a how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>11c the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>8c. the risks associated with an inactive lifestyle (including obesity).</p> <p>8d. how and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Week 10	25/11/19	<p>Christmas</p> <p>2.2c Investigate some features of key religious festivals and celebrations and identify similarities and differences</p>	23/9/20	<p>Easter - March 27th</p> <p>2.5c Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life</p>	6/7/20	<p>The Great Outdoors</p> <p>6e. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>7b. 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.</p> <p>11b about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>

	Autumn 2020	Spring 2020	Summer 2021
Week 1	<p><b>New Beginnings</b></p> <p>2b the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>3b practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p><b>Brilliant Britain</b></p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>	<p>Class Assemblies for 7 weeks: St John's Ambulance First Aid: 12a. how to make a clear and efficient call to emergency services if necessary. 12b. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>Vaisakhi (Sikhism)</p> <p>Easter</p> <p>2.4a Explore the diversity of a range of religious traditions and identify similarities and differences</p>
Week 2	<p><b>Judaism-Yom Kippur</b></p> <p>2.1b Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings</p>	<p><b>Faith and commitment</b></p> <p>2.6b Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment</p>	<p><b>Managing Risks</b></p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme - Y4/5/6), and safety in the environment (including rail, water and fire safety - trip to fire station Y5)</p>
Week 3	<p><b>Conflict and Collaboration</b></p> <p>2d 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.</p> <p>2e 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</p>	<p><b>Staying Safe</b></p> <p>10a. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>7d. why social media, some computer games and online gaming, for example, are age restricted.</p>	<p><b>SHORT UNIT - Wessak (Buddhism)</b></p> <p>2.5d Make links between beliefs and action and show how this might have local, national and international impact</p>
Week 4	<p><b>Do I have permission?</b></p> <p>3h the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p><b>Tradition and Belief</b></p> <p>2.3d Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice</p>	<p><b>SATs Week - No Assemblies</b></p> <p>Y6 out - NSPCC Pants rule</p>
Week 5	<p><b>Our Precious World</b></p> <p>2.6d Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour</p>	<p><b>Safer Internet Day</b></p> <p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	<p><b>Eid al-Fitr (Islam)</b></p> <p>2.1a Explore the origins of sacred writings and consider their importance for believers today</p>
Week 6	<p><b>Feelings</b></p> <p>6d. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>6c. 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.</p> <p>6b. 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</p>	<p><b>Children's Mental Health Week</b></p> <p>6f. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>6g. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p><b>My Money Week</b></p> <p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p>

Week 7		<p>Diwali (Hinduism)</p> <p>2.4b Find out about the activities of a local religious community and make links with key religious teachings</p>		<p>Why am I important?</p> <p>2.1c Enter imaginatively into the life of key religious figures and make links with teachings and practices of special significance to followers</p>		<p>Let's Talk</p> <p>2.6c Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives</p>
Week 8		<p>Anti-Bullying Week</p> <p>3g. what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>3f 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.</p>		<p>Getting on and Falling Out</p> <p>2a how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>2c. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>		<p>Changes</p> <p>13a. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes Y5/6 Science lessons</p>
Week 9		<p>Healthy Eating, Healthy Image</p> <p>9a. what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>9b. the principles of planning and preparing a range of healthy meals.</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p>		<p>Standon Bowers</p> <p>Holi-The Festival of Colours (Hinduism)</p> <p>2.2b Identify the main features and patterns of an act of worship and talk about the importance of worship for believers</p>		<p>Marriage, Partnership and Relationships</p> <p>1c. 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.</p> <p>1e. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>1f. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
Week 10		<p>Christmas around the World</p> <p>2.4c Research some key events in the development of a religious tradition and explain the impact on believers today</p>		<p>Risks, Danger and Dares</p> <p>R15. to recognise and manage 'dares'</p> <p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p>		<p>Health and Happiness</p> <p>11e. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>11f. the facts and science relating to immunisation and vaccination</p>